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ABSTRACT

Designed to assist consumer and homemaking education teachers and district administrators in California to initiate, expand, or integrate parenting programs in their secondary schools, this publication consists of eight chapters. Most of these, after a brief introduction, are divided into two or more sections, with accompanying activities. Each section contains learning objectives, key generalizations, and an outline of the activities described in the section. Many of the activities are designed for the immediate use of students, and both teacher and student directions are included. Activities described should be appropriate for students in schools that serve economically depressed areas. Chapter 1 focuses on knowing oneself and relating to others. Chapter 2 discusses parenting roles and health decisions. Chapter 3 concerns differences and similarities among families and family changes and coping with such changes. Family roles and structure, family interaction, and family support systems are the subjects of chapter 4. Parenting skills, the general topic of chapter 5, is divided into sections dealing with prenatal development, birth options, children's developmental stages, parenting techniques, learning experiences for young children, activities with children, health and safety, types of child care centers, and careers in child care. Concerning family challenges and turning points, chapter 6 focuses on coping and various challenges. Chapter 7 takes up the topic of the younger generation parenting their parents. Chapter 8 concerns community resources available to help individuals and families. (RH)

Instructional Patterns: Curriculum for Parenthood Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION • BILL HONIG, SUPERINTENDENT OF PUBLIC INSTRUCTION • SACRAMENTO, 1985

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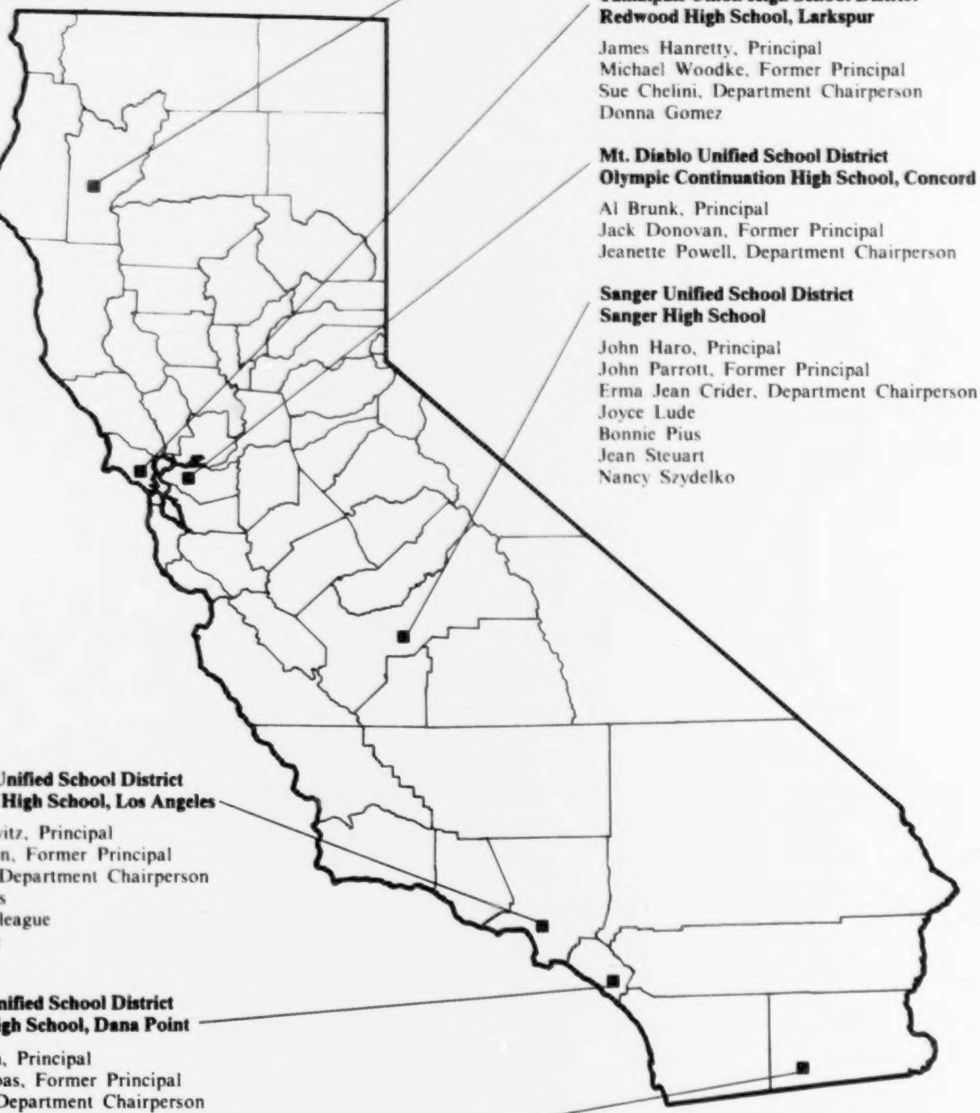

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Preface

Most persons will agree that the family unit is the single most stabilizing factor in a society as well as in the life of an individual. Today, our society is undergoing major transition, and the family—its structure, needs, rights, and responsibilities—is changing as well. Because of the "future shock" qualities of rapid change, it is crucial that families form and grow in caring, supportive, and strengthening ways. It is for this purpose that a new curriculum for California secondary schools has been readied—Parenthood Education.

The Curriculum for Parenthood Education Project, which began in 1979, was funded by Subpart 5, Educational Amendments of 1976, Title II, Vocational Education (Public Law 94-482). The project's goal was to assist consumer and homemaking education teachers and other school district personnel in starting, expanding, or improving parenting programs for students, both male and female. The concepts and generalizations on which the project is structured were presented in *Curriculum Design for Parenthood Education,*[1] which was published in 1982. This publication, *Instructional Patterns: Curriculum for Parenthood Education,* contains hands-on instructional strategies and materials that can be duplicated or adapted for use by teachers in the classroom. Many of the materials have special relevancy for students from economically depressed areas (EDAs) and for members of Future Homemakers of America-Home Economics Related Occupations (FHA-HERO). These materials are identified at the beginning of each section for easy reference by the teacher.

The Curriculum for Parenthood Education Project was coordinated by Jeanette Powell, San Ramon Valley Unified School District, Danville, in cooperation with Home Economics Educaton Programs, State Department of Education.

Special appreciation is expressed to the administrators and consumer and homemaking education teachers of the project schools, special consultants, and others involved in the project.

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[1] *Curriculum Design for Parenthood Education.* Sacramento: California State Department of Education, 1982.

The Challenge

The Curriculum for Parenthood Education Project team was given the task of developing a curriculum that would expand and improve instruction in parenthood education for California secondary students. This curriculum should provide experiences that develop competencies needed by parents in today's world.

The Process

- A survey of course content of existing parenthood education curriculum and related classes at the secondary level
- A review of the literature and instructional materials concerning parenthood education
- The use of an interdisciplinary task force representing diverse services and agencies relating to parenthood
- The development of *Curriculum Design for Parenthood Education,* which identifies the concepts and generalizations related to parenthood
- The presentation of curriculum development workshops for model school home economics faculty members
- The development and field testing of teaching modules
- The development of *Instructional Patterns: Curriculum for Parenthood Education*
- The presentation of professional development activities in a variety of educational settings

Curriculum for Parenthood Education Project

The Curriculum for Parenthood Education Project is designed to assist consumer and homemaking education teachers and district administrators in California to initiate, expand, or integrate parenting programs in their secondary schools.

Instructional Patterns: Curriculum for Parenthood Education is both functional and flexible—created to meet today's educational realities. Each district has unique fiscal, programmatic, and community requirements. Some districts are expanding programs as others are contracting their educational offerings; some teachers have in-depth subject area training and experience in consumer and homemaking education, while others are new to the field of study. Many teachers are specialized, while others must develop a wide variety of subjects for classroom presentation.

The basic activities in this publication have been prepared so that they can be used directly by teachers and students. The activities require minimum additional research or preparation by the teacher; the activities are functional in that they require few additional resources such as films, kits, or books although these resources can enhance the learning experience. The activities may be teacher-directed, used by students in small groups, or individualized for classroom and home use.

Format of Publication

Instructional Patterns: Curriculum for Parenthood Education is composed of eight chapters. Each chapter opens with a brief introduction to its contents. In most instances the chapters are divided into two or more sections, with accompanying activities. Each section is prefaced with learning objectives, key generalizations, and an outline of the activities to follow in the section. Many of the activities are designed for the immediate use of students, and both teacher and student directions are included. Each activity states its usefulness to student learning. These uses are identified by a ■ symbol.

Emphasis on EDA Activities

The activities described in this publication should be appropriate for students in schools that serve economically depressed areas (EDAs). Inflation, recession, underemployment, unemployment, and cutbacks in government transfer programs have resulted in individuals and families living on reduced incomes in economically depressed areas. Student activities were developed to help those persons and families with parenting concerns to better cope with their economic condition. These strategies are marked with the symbol EDA and are identified in the outline of activities for teacher use. The activities are designed to respond to specific priorities as determined by the EDA Project Task Force (see *The EDA Challenge: Change Agent '80).*[2] Those priorities are as follows:

1. Emphasize basic skills.
2. Use value clarification activities that will help students from economically depressed areas to assess their present needs, life-styles, and values; and to explore their future needs, life-styles, and values.
3. Strengthen the coping and decision-making abilities among students from economically depressed areas.
4. Enhance attitudes of self-worth, self-esteem, and maturation.
5. Develop positive interpersonal relationships, family living skills, and mental health concepts.
6. Help students cope with the changing roles of individuals.

---

[2] *The EDA Challenge: Change Agent '80*. Sacramento: California State Department of Education, 1980.

To determine local community poverty indicators and to develop appropriate EDA programs, services, and activities, teachers and administrators should consider the following procedures:

1. Conduct a school and community survey. The survey should include students, parents, social workers, religious leaders, and others in the community.
2. Draw from the survey its relevant findings.
3. Determine a program of services and its objectives from prioritized survey findings.
4. Decide on the method of delivering the programs and services.
5. Determine costs and explore appropriate funding sources.
6. Implement programs, services, and activities.
7. Document and evaluate procedures and outcomes.

Emphasis on FHA-HERO Activities

A quality home economics program includes Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) activities as an integral part of the instructional program. When infused into classroom instruction, FHA-HERO activities help to extend, expand, and enrich the learning process.

The activities of FHA-HERO encompass six areas of emphasis. These are personal growth experiences, leadership development, competitive recognition events, community outreach, social adjustment skills, and career exploration and occupational preparation. By focusing on these activities, teachers help students in gaining personal, leadership, citizenship, and occupational skills. Students need these skills in their personal lives, in the community, and in the world of work.

When an FHA-HERO chapter is a part of the consumer and homemaking education (CHE) curriculum, teachers will be able to strengthen their rapport with students and establish an effective public relations link with the community.

Consumer and homemaking education teachers should infuse FHA-HERO activities into parenting education. The activities included in this publication are based on the units of instruction. Each activity is developed to reinforce planned classroom learning activities within selected modules and to assist in achieving specific learning objectives. These activities are adaptable to both educational settings and students' needs. Some of the activities are easily facilitated and are short-term (requiring minimal student skills and teacher supervision), while others are more complex and long-term (requiring cooperative student-teacher planning and involvement). In this publication FHA-HERO activities are marked by the symbol ◉.

Consumer and homemaking education teachers are urged to use FHA-HERO activities as teaching strategies. Such activities provide students with hands-on experiences that will enhance their knowledge and abilities in parenting and enrich the learning experiences found in the parenthood education curriculum.

Integration of Parenthood Education in CHE Programs and Classes

Some secondary schools in California do not include parenting classes in their programs. In order for each student to have the opportunity to gain the skills, knowledge, and insights associated with parenting, parenthood education curriculum and activities should be integrated into other consumer and homemaking education classes.

Consumer and homemaking education teachers should (1) determine the needs of their students for parenting education; (2) review *Instructional Patterns: Curriculum for Parenthood Education* to select goals and activities to meet these targeted students' needs; (3) identify consumer and homemaking education classes in which parenting instruction and activities can be integrated; (4) review the plan with school and district administrators; and (5) integrate selected strategies for parenthood education into the classes.

1

Maximizing the Individual's Potential

Effective parenting depends on recognizing one's self-worth, making decisions concerning the direction of one's personal life, and being able to communicate well. This chapter contains instruction on maximizing the individual's potential in these crucial areas.

Please note that there are no right or wrong answers when testing in the *affective domain;* rather, learning is best measured by changes in attitudes. For example, in a comparison of the results of students' pretests and post-tests, an assessment might be made of students' attitudinal changes that reflect their increased awareness or responsibility. A major purpose of teaching in the affective domain is to have students examine the options available to them.

This chapter introduces the concept of teaching the whole student. The whole student is taught through the intellect, emotions, imagination, kinesthetic sensation, and intuition. If these channels of learning are developed, students will feel good about themselves, gain confidence in their skills, and become more successful in their endeavors.

Young people require a period of time to develop self-understanding. This process becomes meaningful when it is a product of the individual's efforts. Communication skills are the foundation of both good interpersonal relations and learning. A person's life lacks control and direction if the person is unable to identify personal values, select from the options available to him or her, and make thoughtful decisions about life goals.

When teaching a communication unit, the teacher should have the students use communication skills each day in class. Students should be encouraged to:

I AM
✓ A THINKER
✓ A DOER
✓ loving
✓ warm
✓ DEPENDABLE

- Maintain eye contact when interacting with another person.
- Use nonverbal body language (clues) when giving and sending messages.
- Rephrase a person's message to indicate how the message is being understood.
- Use "I" messages to convey feelings and thoughts.
- Give full attention when sending or receiving communication.

Section A/Who Am I?

The activities in this section will help the student develop abilities to:

- Become more successful in school.
- Increase attentiveness and responsiveness in class.
- Identify personal learning methods.
- Determine the amount of personal concentration given in class.
- Become aware of how expectations can influence outcome.
- Consider attitudes held and how they were learned.
- Examine the relationship of personal self-esteem to the kind of reinforcement given by others.
- Evaluate self-image with image held by others of self.
- Evaluate commonly accepted American values.
- Consider ways to control experiences which contribute to personally identified moods.
- Examine short-range and long-range goals and ways to achieve these goals.

Key Generalizations

NOTE: These generalizations may be found on pages 2 and 3 of the *Curriculum Design for Parenthood Education.*[1]

1. Self-understanding is the basis of satisfying human interaction.
2. The rapid changes in society's mores place increased demands on the individual to be self-sufficient.
3. The degree of maturity and self-esteem of an individual affects the extent to which he or she assumes responsibility for personal behavior.
4. Unrealistic expectations of a person's capabilities can restrict an individual's growth.
5. Internal power is the ability to succeed when failure seems probable.
6. All people are unique in their drive and potential.
7. Love is learned through experience, modeling reinforcements, feelings about self, and cultural expectations.
8. Needs and desires vary among individuals and change throughout the life cycle.

Activities

1. Administer the pretest. Students should respond to all portions of the pretest except Situation II (post-test).
2. Introduce the following student activities, which appear in this section:

   Activity One—Becoming a More Successful Student
   - Explore techniques for becoming more successful in school.
   - Develop increased attentiveness and responsiveness in class.

EDA

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[1] *Curriculum Design for Parenthood Education.* Sacramento: California State Department of Education, 1982.

EDA

Activity Two—How Do I Learn?
- Identify personal learning methods.
- Identify the main idea of a paragraph.

EDA

Activity Three—How Much Do I Concentrate in Class?
- Determine the amount of personal concentration given in class.
- Evaluate personal participation in group interaction.

EDA

Activity Four—What You Expect Is What You Get: A Self-enhancement Activity
- Think positive thoughts in order to build a more confident self-image.
- Become aware of how expectations can influence outcomes.

EDA

Activity Five—Attitudes: Where Do They Come From?
- Consider personal attitudes and how they are learned.

EDA

Activity Six—Some Life Experiences Provide Self-esteem
- Examine the relationship of personal self-esteem to reinforcement given by others.

Activity Seven—Seeing the Real Me
- Analyze personal self-image.
- Compare self-image with that held by others about self.

Activity Eight—American Values: Which Are Yours?
- Identify commonly accepted American values.
- Determine which American values are personally accepted.

EDA

Activity Nine—Your Happiness: What Contributes to It?
- Develop a log of what affects personal happiness.
- Consider ways to control experiences which contribute to personal moods.

EDA

Activity Ten—Realistic Goals
- Examine short-range and long-range goals.
- Consider ways to achieve goals.

3. Administer the post-test (Situation II).

Pretest and Post-Test[2]

1. Write a letter to a great-grandchild whom you will not live to meet. In this letter, write about the following ideas:
    - a. The five most important things in my life
    - b. Qualities I look for in a friend
    - c. If my friends were to describe me, what I think they would say
    - d. One thing I do very well
    - e. A quality about myself I would like to change
    - f. What I hope to achieve in life (examples: family, career, health, community, personal, and social goals)

2. List and explain two influences which may affect your self-image.
    - a.
    - b.

3. How would you respond to Situation I, presented below? What would you think? What would you say and do? Be brief; but write exactly how you would react.

Pretest

Situation I: While you are waiting in line to purchase theater tickets, a sour, unpleasant-looking person with a cold, abrasive manner pushes in front of you. When you mention that this is indeed not the end of the line, the person responds rudely and aggressively to you.

Post-Test

Situation II: Your sister or brother has borrowed your favorite T-shirt without asking permission. You are tired of this occurring. How would you communicate your feelings?

---

[2] These tests were adapted from modules developed by Laurie Porges-Gill, Capistrano Unified School District, San Juan Capistrano; and Jean Steuart, Sanger Unified School District.

EDA Activity One/**Becoming a More Successful Student**[3]

The student will be able to:

- Explore techniques for becoming more successful in school.
- Develop increased attentiveness and responsiveness in class.

Teacher's Directions

To enable the students to "imagine" themselves as successful in their activities, teachers need to give them positive success messages each day.

1. Have the students complete this activity as part of a unit on achieving personal success.
2. When the unit is completed, present awards to the students who have fulfilled their contracts.

Students' Directions

Complete the following activities as assigned:

1. Describe current or past successes you have achieved in two of the following areas:
   - School
   - Friendship
   - Home
   - Recreation
   - Employment
   - Volunteer work
   - Clubs or organizations
   - Sports
2. List what you did to gain success in the activities you described above. Think about each step you took in the process.
3. Identify the qualities or requirements needed to achieve success.
4. List the things that helped you achieve success (as described in item 1).
5. Tell how you might adapt the things you did to gain success to other aspects of your life, such as to the classroom or to your study habits.
6. Write a contract to yourself stating what you will do to become a more successful student.
7. Take one minute at the beginning of each class period to review your contract and to "imagine" yourself as successful—as achieving peak performance.
8. At the end of each class period, record an example of what you did to fulfill your contract.
9. When you complete the unit, meet with your teacher for a conference regarding your contract. Consider whether you are becoming a more successful student.

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[3] This activity was developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

REPORT CARD

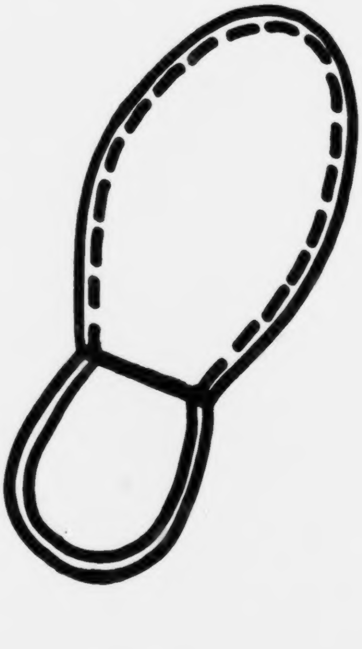
To become a more
SUCCESSFUL
STUDENT,
I will

____

____

____

Date Signature



____

has taken a giant
step toward
becoming a more
SUCCESSFUL
STUDENT.

Date Signature

EDA

Activity Two/**How Do I Learn?**

The student will be able to:

- Identify personal learning methods.
- Identify the main idea of a paragraph.

Teacher's Directions

1. Discuss with students how learning takes place—through audio (hearing), visual (seeing), or kinesthetic (touching, doing) methods. Audio learners often will move their lips or whisper; visual learners may close their eyes or look at the ceiling; and kinesthetic learners may use their fingers to count off items. Rather than memorizing a paragraph word for word, the reader should try to identify the main idea.
2. Give each student two sheets of paper to use with the following activity (overlays appear on the following pages):
   a. Place the "Visual" overlay in this activity on an overhead projector. Have students study the paragraph for two minutes. Turn the projector off. Have students write the main idea of the paragraph they have seen. Allow five minutes.
   b. Turn the overhead projector on again. Ask students to identify the main idea of each sentence. Have them check their responses to see if they correctly identified the main idea of the paragraph.
   c. Read the "Audio" paragraph twice to the students. Allow five minutes for the students to write the paragraph. Follow the directions in paragraph 2b, using the "Audio" overlay on the projector.
   d. Place the "Kinesthetic" overlay on the projector. Give students two minutes to read the paragraph. Turn the projector off and have them write the paragraph from memory in five minutes. Follow the directions in paragraph 2b, using the "Kinesthetic" overlay.
3. Discuss with students how they learned. Which of the three methods was easiest? Which was difficult? Why?
4. Have each student state in writing how the knowledge of his or her best *personal* learning method will help in the classroom.

Have students develop a story or song for the Child Care Competitive Recognition Event, which incorporates the methods of learning in this activity: visual, audio, and kinesthetic.

VISUAL

Many students seem to suffer from a bad self-image. The basic problem is not liking themselves. They seem to focus on what is wrong with something or someone, rather than on what is right.

AUDIO

The mind cannot tell the difference between an imagined event and a real one. Two groups of students practiced making basketball shots. The group that "warmed up" in their minds did as well as the group that took practice warm-up shots.

KINESTHETIC

People who imagine themselves as unable to make friends may feel nervous meeting people. These people may act so nervous that people do reject them. What if these same people spent ten minutes a day imagining themselves relaxed and making friends?

EDA Activity Three/**How Much Do I Concentrate in Class?**[4]

The student will be able to:

- Determine the amount of personal concentration given in class.
- Evaluate personal participation in group interaction.

Teacher's Directions

1. Form the class into groups of six or eight students; appoint a recorder in each group. Have the groups discuss for 15 minutes the questions listed below. Ask each recorder to read his or her group's responses to the class. Discuss the results.
2. Discuss with students how they can analyze their participation in a group. Use the activity "Where Am I in This Group?" to stimulate discussion of how each group's participants interacted. Discuss ways to improve individual participation in group activities in the future.

Students' Directions

1. Form a group to discuss the following questions:
    a. What do I think about when I am not thinking about school?
    b. Do I pay attention in class? When do I *not* pay attention?
    c. What percentage of the time am I concentrating in class?
    d. What advantages does paying attention offer?
    e. Are there ways to learn to concentrate in class?
2. Complete the activity "Where Am I in This Group?"
3. Discuss ways to improve your group participation in the future.

As a leadership development activity, the "Where Am I in This Group?" activity can be used as an FHA-HERO evaluation tool for fund raising or as a social or leadership development activity at chapter or regional meetings.

Where Am I in This Group?

Rank the statements from 1 to 5 with 1 being "very much" and 5 being "very little."

____ I feel I can really talk in this group about things that matter to me.

____ I feel my ideas were listened to.

____ I feel I contributed to the group.

---

[4] This activity was adapted from a module developed by Jean Steuart, Sanger Unified School District.

Students' Directions
(Continued)

Circle the number which best describes how you reacted in this group.

I talked:
too much 1 2 3 4 5 not enough

I listened to others:
all the time 1 2 3 4 5 not enough

My suggestions or comments were:
relevant 1 2 3 4 5 not relevant
(on the subject)

I tried to get others involved:
frequently 1 2 3 4 5 not enough

How Well Is My Group Doing?

Rank your group on the scale:
1 = poor; 2 = fair; 3 = average; 4 = good; 5 = outstanding

____ Participation by all group members
____ Different ideas and values freely expressed
____ A feeling of group togetherness
____ Acceptance and trust among members
____ Willingness to start a conversation and discuss new ideas with others in the group

What Could I Do to Improve My Group?

EDA

Activity Four/**What You Expect Is What You Get: A Self-enhancement Activity**

The student will be able to:

- Think positive thoughts in order to build a more confident self-image.
- Become aware of how expectations can influence outcomes.

Introduction

An individual can choose to be open to the beauty and love in the world or to be closed off to the world and alone. One's self-image can be enhanced by good thoughts and good feelings. In India a term for this frame of mind is *karma.* It means that what you send out into the world through your thoughts, attitudes, and behavior will return to you. Each of us can choose to send out anger, worry, fear, and doubt—or trust, self-assurance, and love.

Teacher's Directions

1. Form the class into groups of three or four students each.
2. Have the groups read the descriptions of three job interviews and determine which job applicant was hired.
3. Discuss how expectations can influence outcomes.
4. Have groups explore their experiences concerning this idea and how individuals communicate their expectations.
5. Hand out copies of the "Calendar Sheet" and "Self-evaluation Sheet" accompanying this activity, and ask students to record and analyze their accomplishments and feelings.

Students' Directions

1. Read the statements made by three job applicants when they were asked to describe traveling to the potential employer's place of business for the interview. Discuss in your group how the three young persons differed in their approach to a new day and a possible new job.

Mr. Bradley, the owner of a jewelry store in a large city, was interviewing job applicants. He wanted to hire a young person who would work well with customers and who wanted to learn the business and become a permanent employee. He interviewed three young people, Jim, Stephanie, and Kelly, and asked each to describe the journey downtown to the store. By listening to them talk about their morning, Mr. Bradley hoped to get a feeling for the way they experienced life. The three statements were as follows:

- JIM: "I left home at 6:30 a.m. and caught the bus fifteen minutes later. The wind was cold, and I was disgusted that I had forgotten my gloves. The bus was late. While I waited, a newspaper boy bothered me by trying to sell me a paper. Commuting at that hour is awful! People scowl, rush, push, and shove. I didn't look at anyone on the bus because I didn't want to be bothered listening to anyone complain. I had trouble finding your store. I saw some kids going to school, but I figured they wouldn't know what I was talking about if I asked them for directions. Now, after all this, you probably won't even hire me."

Students' Directions
(Continued)

- STEPHANIE: "I knew I had to be here on time, so I left 15 minutes early. I borrowed by brother's car and got lost when I got on Mission Boulevard. I had a feeling that I might have trouble finding your place, so that's why I left early. I didn't want to bother anyone, so instead of asking for directions, I drove until I found Nineteenth Avenue. After I got on Nineteenth Avenue, I had no trouble. People driving in the city during this time of the morning look like they aren't awake yet. I feel the same way. I'm glad I finally found your store."
- KELLY: "I left home a few minutes early because I didn't want to rush or be late. I caught a streetcar about 6:30 a.m. and sat beside a woman and her baby who were going to a day care center. The baby was wide awake. I talked to the mother about the day care center program, and then ended up helping her wrap the baby in the blanket before they got off the streetcar. A few blocks later, I got off the streetcar at Twenty-sixth Avenue and asked some kids for directions to your store. They pointed out the way and here I am. It looks like you have a pretty busy place here."

2. Discuss in your group the idea that "what you give is what you get" or that "you see what you expect to see—you get what you expect to get."

   Examples:

   - You expect people to smile at you, so you smile at them. They smile back.
   - You expect people not to say "Good Morning" to you, and they don't. Neither do you.
   - You expect to win the race. You are physically and mentally ready. You win.

3. Discuss five experiences you or other members of your group have had when you got what you expected—that is, when your expectations influenced the outcome. Share the experiences with the class.
4. Form small groups to discuss how people communicate. A person understands your communication based on the messages you deliver to that person. How do you send these message? Give three examples for each of the following:

   Body language—

   Facial expression—

   Voice tone—

   Choice of words—

   Eye contact—

5. Record your accomplishments on the "Calendar Sheet," and analyze your feelings about them on the "Self-evaluation Sheet."

Calendar Sheet

Directions: Fill in one item in each column every day. Complete the "Self-evaluation Sheet" following this activity.

List A		**List B**		**List C**	
Things I do well (Write three things and add one new idea each day.)		Things I have done that give me a feeling of satisfaction (Write three things and add one new idea each day.)		Things I would like to accomplish but have not	
Date	*Action*	*Date*	*Action*	*Date*	*Action*

Self-evaluation Sheet[5]

List A	List B	List C
1. How did you feel when you thought about the things you do well?	1. How did you feel when you listed the things that gave you a feeling of satisfaction or accomplishment?	1. How did you feel when you had to think of an accomplishment you would like to achieve or do?
2. What made you feel this way?	2. What made you feel this way?	2. What made you feel this way?
3. List three of your favorite things to do: a. b. c.	3. List three of your favorite accomplishments: a. b. c.	3. List three of the things you would really like to accomplish: a. b. c.
4. What conclusions can you reach from your feelings?	4. What conclusions can you reach from your feelings?	4. What would you have to do to accomplish the things you listed?

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[5] This activity was adapted from a module developed by Jean Steuart, Sanger Unified School District.

EDA

Activity Five/**Attitudes: Where Do They Come From?**

The student will be able to:

- Consider personal attitudes and how they are learned.

Introduction

Some ways that people acquire their attitudes are the following:

1. We learn attitudes by looking and listening. Some children learn to like spinach after watching Popeye eat spinach and hearing about the strength it gives him.
2. We learn attitudes through reward and punishment. A child may learn not to talk socially after being told to be quiet in the presence of adults.
3. We learn by identifying with someone else. A person may adopt the beliefs or manner of dress and speech of a public person they admire.
4. We develop attitudes from within ourselves. As a result of the experiences we have in life, we begin to develop attitudes that reflect those experiences.
5. Sometimes we must change our attitudes because they conflict. We seek order in our life as the information we receive changes.

Students' Directions

1. Discuss the ways that people acquire their attitudes.
2. Complete the work sheet "Where Do Attitudes Come From?"
3. Form into groups of three or four students, and discuss the answers given by members of each group. Which attitudes are most common?

EDA

Activity Six/**Some Life Experiences Provide Self-esteem**[6]

The student will be able to:

- Examine the relationship of personal self-esteem to reinforcement given by others.

Introduction

People value themselves to the same degree that they are valued by others. It is easier to feel good about yourself when you have good experiences. This activity demonstrates that idea. The following activity requires three student volunteers who have high self-esteem.

Teacher's Directions

1. Ask for three student volunteers. Have the volunteers select one of the two cartoon strips accompanying this activity, and prepare a report to the class. They must agree to report on the same cartoon strip. Have the volunteers meet outside the classroom to plan their presentation and to wait until called.

(Continued on page 19)

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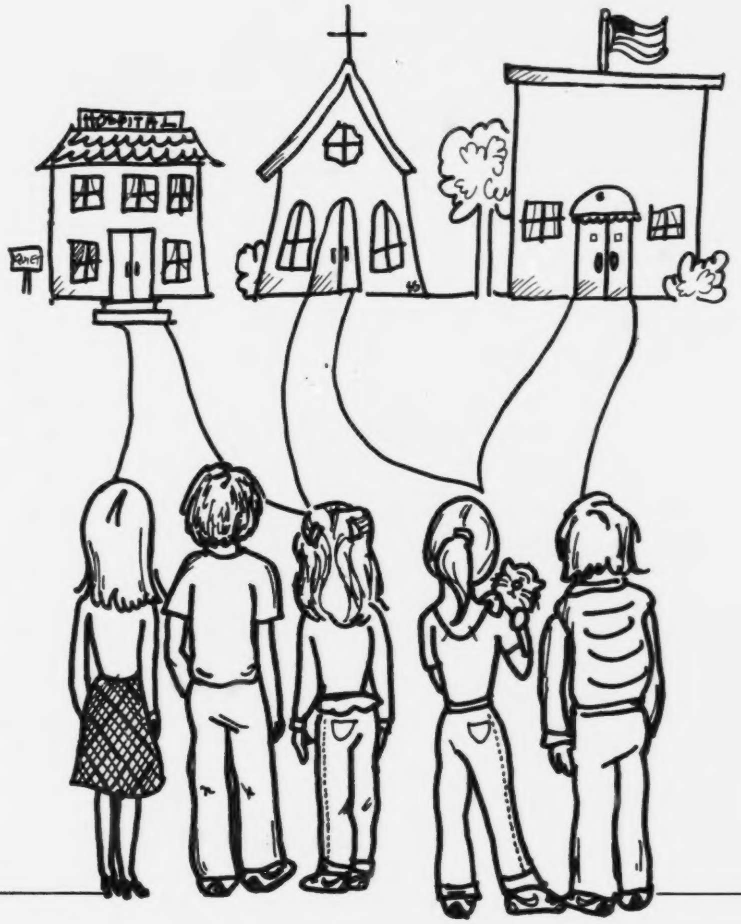
[6] This activity was adapted from a module developed by Pat Nolcox, Los Angeles Unified School District.

Where Do Attitudes Come From?

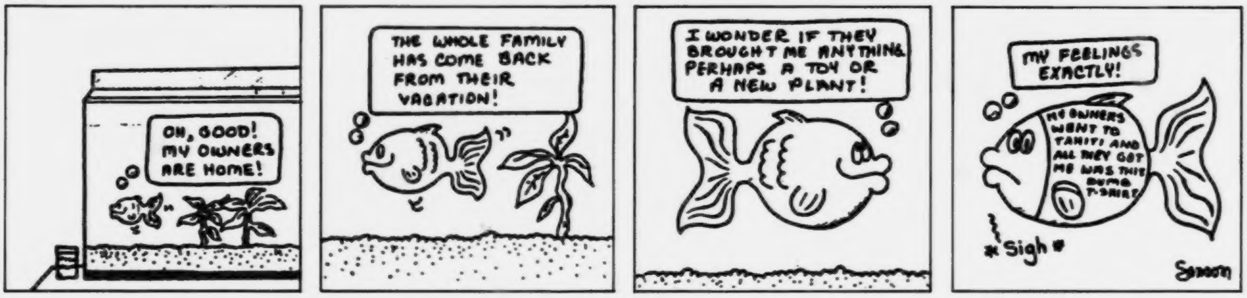
1. An attitude I developed from looking and listening is:
2. An attitude I developed by being rewarded is:
3. An attitude I developed by being punished is:
4. An attitude I have tried to teach someone else by rewarding or punishing is:
5. Think of someone whom you admire and consider to be a model to follow. In what ways do you wish to be like this person?
6. List three attitudes that you had as a child but DON'T have today.
7. What attitudes do you express to the world by your choice of clothing, the way you walk and talk, and the way you spend your free time?
8. Describe someone five to ten years older than you whom you have known several years. Have this person's attitudes toward life and the world changed? How?



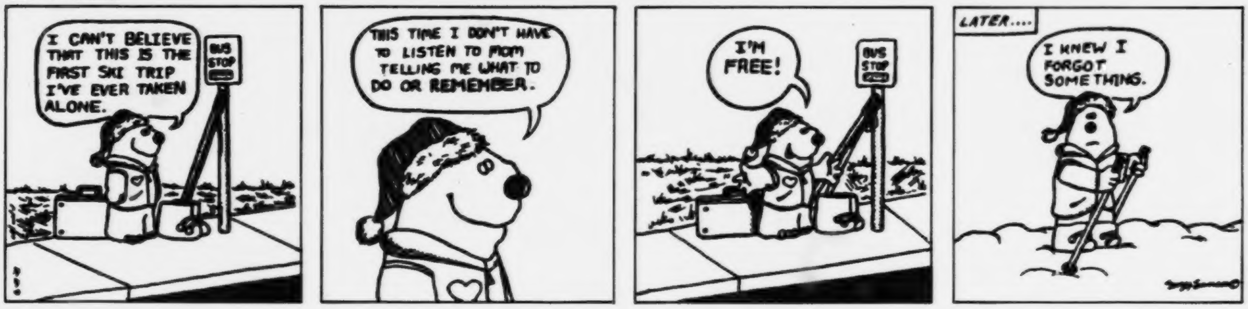
Teacher's Directions
(Continued)

2. Instruct the class to respond in three different ways to the presentations that will be made by the volunteer speakers. For the first presenter the class is to show total lack of interest. For the second presenter the class is to give reinforcement (e.g., head nodding, verbal agreement, or smiles). The third presenter is to be shown hostility, such as frowns and boos, as he or she speaks. Each volunteer is to enter the classroom one at a time and make his or her report without the support of the other two volunteers.
3. On completion of the activity, do the following:
   - Have the volunteers tell how they felt about the response they received from the class.
   - Have the class members discuss any changes in the volunteers' behavior as they responded to the presentations.
   - Compare the relationship between behavior, response, and reinforcement.

Have students plan a community outreach, fund-raising, or social activity related to classroom instruction in which chapter members have the opportunity to practice the skills learned in class. Successful application of classroom learning to a group activity outside the classroom provides a positive opportunity to build self-esteem. For example, members can provide a birthday party for children as part of a child care unit, take gifts of bread to shut-ins as part of a bread-making unit, make paint smocks for a local preschool or Head Start program as part of a clothing construction unit, or give a Halloween party for the children in the community.


OH, GOOD! MY OWNERS ARE HOME!
THE WHOLE FAMILY HAS COME BACK FROM THEIR VACATION!
I WONDER IF THEY BROUGHT ME ANYTHING. PERHAPS A TOY OR A NEW PLANT!
MY FEELINGS EXACTLY!
MY OWNERS WENT TO TAHITI AND ALL THEY GOT ME WAS THIS DUMB T-SHIRT
Sigh

IRVING


I CAN'T BELIEVE THAT THIS IS THE FIRST SKI TRIP I'VE EVER TAKEN ALONE.
BUS STOP
THIS TIME I DON'T HAVE TO LISTEN TO MOM TELLING ME WHAT TO DO OR REMEMBER.
I'M FREE!
BUS STOP
LATER....
I KNEW I FORGOT SOMETHING.

Activity Seven/**Seeing the Real Me**

The student will be able to:

- Analyze personal self-image.
- Compare self-image with that held by others about self.

Introduction

Some of us do not like ourselves—or aspects of ourselves. It is possible to change. By targeting the things we want to change, we can adopt attitudes and behavior that will lead to change. By sticking with our resolve to change, the "real me" will step forward.

Teacher's Directions

1. Distribute copies of the chart "Will the Real Me Please Step Forward?"
2. Instruct the class to work from the bottom to the top of the chart in each column.

Students' Directions

1. Complete the chart by drawing a picture in each box to represent your feelings and writing a few words to describe those feelings.
2. On completion of the chart, study the images you drew. Answer the following questions:
   a. What do you like in the pictures you drew of yourself?
   b. What would you like to change?
   c. What would you have to do to change those things?
3. Show the completed chart to your parents, friends, and teachers. Ask them if you are correct in how you believe they regard you. Remember that when a person shows his or her feelings to another person, the door to better understanding and communication opens. Sharing this chart will give you and the other person an opportunity to understand each other more fully.

Activity Eight/**American Values: Which Are Yours?**

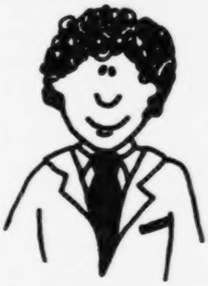
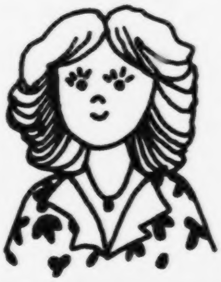
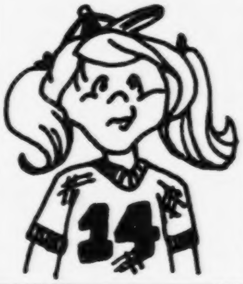
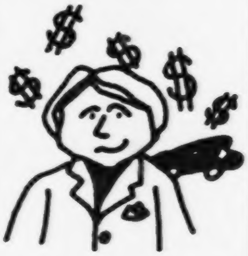
The student will be able to:

- Identify commonly accepted American values.
- Determine which American values are personally accepted.

Teacher's Directions

1. Have the class read and discuss the statements about American values on page 22.
2. Distribute the work sheet "American Values Questionnaire."
3. Form the class into groups of four or five students to discuss results of the questionnaire.

Will the Real Me Please Step Forward?

	Appearance *(for example)*	**Dress**	**Behavior**	**Personality**
	Self-image	Self-image	Self-image	Self-image
I feel I am . . .	 Conservative in dress			
My friends think I am . . .	 Fashionable			
My teachers think I am . . .	 Sloppy			
My parents think I am . . .	 Extravagant			

Students' Directions

1. Read and discuss the following statements about American values. Some of the values are closely related and compatible with each other, while others are contradictory. Not all of these values are given the same degree of support by all people and groups. Some of the values are proclaimed in words only, never in practice.

   Achievement and success. We prize getting ahead in the world. We do not like to admit failure.
   Activity and work. We like to be busy and fill our time with activities. Sometimes work is seen as having a moral as well as an economic value.
   Democracy. Distribution of power and authority and the rule and control by the people have been upheld as dominant American values. (We carry our political ideas of democracy into our family and social relations and generally do not approve of supreme authority by any one person.)
   Efficiency and practicality. We prize getting things done, being useful, and finding the easiest way to accomplish something without waste.
   Equality and justice. Equality of opportunity and the belief that "I am as good as anyone else" have been proclaimed as basic American beliefs since our founding days.
   External conformity. In our society we place great emphasis on being outwardly alike in what we buy and use (houses, cars, and clothing) as well as in the ways we act and speak and in the opinions we hold.
   Freedom. Freedom to make our own decisions and control our own destiny is a basic American value.
   Humanitarian ways. We believe in giving aid and comfort to the distressed and to the underdog.
   Individual personality. We value integrity, independence, and the individual's right to respect.
   Material comfort. We want good food and clothing, high-quality housing and equipment, good transportation, and high standards of cleanliness. Most of us expect these as a matter of course and almost feel we have a moral claim to them.
   Moral orientation. We tend to judge things in terms of right and wrong, good and bad, ethical or unethical.
   Nationalism and patriotism. We value devotion to national interests; we place emphasis on Americanism and disapprove of actions and values that are considered to be un-American (sometimes to the degree that we think our way of life is best and should be extended to all humankind).
   Progress. We want to be up-to-date and tend to equate newness with goodness, and to believe that things will, or at least should, get better.
   Science and secular rationality. We value scientific or technical ways of approaching problems and seeking knowledge through the application of disciplined reason and observation.

   Some of these values that we hold as Americans are shared by peoples of other cultures, while some are not. For example, individualism and competition are helpful, perhaps necessary, to our kind of economic system. Other cultural groups do not value these characteristics as highly as we do.

2. Complete the "American Values Questionnaire" on the following page.

American Values Questionnaire

1. Explain the meaning of the word *values*.

2. Do you agree that most Americans hold the social values described on the preceding pages? Why might some Americans not value these things?

3. List five (or more) values that are most important to you.

4. List the values that you feel are less important to you.

5. Give an example of a time when you had a conflict with someone (parent, friend, or other family member) because you held different values. Describe the opposing values. (Example: Mother nags daughter not to waste her time by reading. Mom wants her to keep "busy." Mom's value is activity or work. Daughter's value is her individual and intellectual development.)

6. Discuss in your group the values that are more important and less important, and those values of yours that conflict with the values of someone else.

7. What are some values of other cultural groups?

EDA Activity Nine/**Your Happiness: What Contributes to It**[7]

The student will be able to:

- Develop a log of what affects personal happiness.
- Consider ways to control experiences that contribute to personal moods.

Teacher's Directions

1. Have each student set aside a minimum of ten pages of blank notebook paper in the back of his or her notebook.
2. Ask students to record, on a daily basis for one week, their changes of mood and what they believe caused these changes.

Students' Directions

1. At the end of the day, write down, for your own private reading, what caused you joy or pain during the day. Continue this writing for at least one week.
2. Consider whether your feelings and experiences are affected by the following:
   a. Experiences with people
   b. Activities in competition with others
   c. Experiences with things
   d. Praise or blame by others
   e. The knowledge that you have done the right thing
   f. The need to be alone
   g. The need to be with people
   h. Certain time of the day
   i. Interaction with certain people
   j. Other causes
   k. Cooperation with others
   l. The desire to help others
   m. Volunteer work
   n. Teamwork
3. Find someone you can talk to openly (a friend, a teacher, or a relative). Think of ways in which you can have some control over the experiences which seem to trigger your happiness and unhappiness. Trust your intuition, because it is a valuable tool.
4. Tell your teacher the results of keeping a log.

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[7] This activity was adapted from a module developed by Laurie Porges-Gill, Capistrano Unified School District, San Juan Capistrano.

EDA

Activity Ten/**Realistic Goals**

The student will be able to:

- Examine short-range and long-range goals.
- Consider ways to achieve goals.

Teacher's Directions

1. Ask the students to consider what they want their lives to be like in one year, in five years, or in 20 years. What the future brings depends on how well we plan today.
2. Tell the students that they will be asked to set short-range and long-range goals.

Students' Directions

1. Read the following statement on planning and setting realistic goals:

Goals (the things we want) may be small or large in scope or for immediate (short-range) or future (long-range) purposes. Here are three goals that you may consider:

Goal A: To have a new jacket

Goal B: To help gain the access rights of the disabled to buildings in your community

Goal C: To have an interesting, good-paying occupation that provides you with a good life

Goal A is an example of a short-range goal—a goal you want to reach right away. For example, you must decide how to get the jacket between now and Friday. Two resources, time and money, are limited. Ask yourself: Why do I want to achieve this goal? Possible answers might be:

- I need a new jacket.
- I need a new jacket for a special activity.
- I feel more self-confident when I look nice.

After you have decided why you have set this goal, consider your resources and decide how you can reach the goal. A resource is something useful. Examples of resources that could help you reach your goal of getting a new jacket are:

- Money or money-making ideas
- Sewing ability
- Creativity

If you have enough money, you can buy the new jacket. If you know how to sew and have the time, you can buy the fabric and construct it. If you are creative, you might add new accessories to an old jacket to change its appearance. Resources can be substituted for one another in reaching a goal.

Goal B, to help gain the access rights of the disabled to buildings in your community, is a long-range goal. It will take time for the community to realize the need for such changes and to make the changes. Some ways to provide access rights to the handicapped are:

- Join an action committee to raise public awareness of the need.
- Do not park in spaces reserved for the handicapped.
- Speak to community groups about the rights of the handicapped.
- Encourage building owners to modify existing access facilities.

Students' Directions
(Continued)

Goal C, to have an interesting, good-paying occupation, is really important, because you spend one-third of your life at work. Some things to consider before you go job hunting are:

- Decide what you want your life to be like. If that life-style is expensive, you may need a job that pays well.
- Consider your skills and talents.
- Consider how you feel about education. Are you willing to take the necessary steps to prepare for the job?
- Where do you want to live? Would there be job openings in that area for your occupation?

2. Using the following chart, set goals for yourself for next week, one year from now, five years from now, and 20 years from now.

	Goals	*Steps to reach each goal*	*Resources needed to reach each goal*
Next week			
One year from now			
Five years from now			
Twenty years from now			

3. Mark an *X* by the goals you believe you can reach.
4. Are you being realistic about the goals you have set, the steps necessary to reach each goal, and the availability of the resources you have listed?

Section B/**Relating to Others**

The activities in this section will help the student develop abilities to:

- Assess personal communication strengths and weaknesses.
- Evaluate methods of communication that build positive and negative self-images.
- Become aware of communication problems and their solutions.
- Practice effective listening techniques.
- Practice communicating more effectively.
- Practice giving descriptive praise.
- Identify assertive, aggressive, and nonassertive behaviors.
- Practice being assertive.
- Become familiar with the vocabulary and concepts of psychological defenses.
- Examine the influence of peer pressure on group members.

Key Generalizations

NOTE: These generalizations may be found on pages 2 and 3 of *Curriculum Design for Parenthood Education.*

1. One's values and emotions can influence making a decision.
2. Decision making is a skill that is enhanced with practice.
3. Communication is an exchange of thoughts and feelings.
4. Open lines of communication are important in developing a positive relationship.
5. Accepting reinforcement encourages positive self-concepts.
6. A young person vacillates between wishing to be independent and to remain dependent.
7. Parents need to support young people in becoming more independent and accepting responsibility for their actions.
8. Loneliness is a feeling that a person of any age can experience.
9. Peer acceptance is a motivating factor for the adolescent.
10. Preteenagers (ten through twelve years of age) are exposed to numerous social problems and experience peer pressure.

Activities

EDA

1. Administer the pretest.
2. Introduce the following student activities, which appear in this section:

   Activity One—Getting Acquainted
   - Recognize that getting acquainted with others in class builds good feelings and increases participation.

   Activity Two—What Are Your Communication Strengths and Weaknesses?
   - Assess personal communication strengths and weaknesses.

Activities
(Continued)

EDA Activity Three—Door Openers and Door Slammers—Relating to Others
- Examine methods of communication that build positive and negative self-images.
- Evaluate personal interactions as being positive or negative.

Activity Four—Communication Bingo
- Identify communication problems and their solutions.

Activity Five—Are You a Good Listener?
- Practice effective listening techniques.
- Evaluate personal listening skills.

Activity Six—More Effective Communication
- Identify problems in communication.
- Improve communication problems with clear messages and responses.

Activity Seven—Giving Descriptive Praise
- Practice praising the action, not the person.

Activity Eight—Praise: Is It Accepted or Rejected?
- Practice giving an appropriate response to praise.

EDA Activity Nine—Assertive, Nonassertive, and Aggressive Behaviors: What's the Difference?
- Identify assertive, nonassertive, and aggressive behaviors.

EDA Activity Ten—Steps to Assertion
- Determine frequency of personal assertion.
- Practice being assertive.

EDA Activity Eleven—Psychological Defenses: We All Use Them!
- Become familiar with the vocabulary and concepts of psychological defenses.
- Match psychological terms with situations.
- Recognize types of personal defenses.

Activity Twelve—Peer Pressure: An Outside Influence.
- Examine the influence that groups can have on individuals.
- Recognize the influence that groups can have on their members.

3. Administer the post-test.

Pretest and Post-Test

1. Give an example of a statement that contributes to a negative self-image.

2. Describe:
   a. A nonassertive person ____________________
   b. An aggressive person ____________________
   c. An assertive person ____________________

3. List three causes of communication problems:
   a. ____________________
   b. ____________________
   c. ____________________

4. Give an example of nonverbal communication.

5. The two basic parts of communication are:
   a. ____________________
   b. ____________________

Answers are located on the following pages:

(1) page 34; (2) page 52; (3) page 44; (4) page 43; (5) page 43.

Activity One/**Getting Acquainted**

The student will be able to:

- Recognize that getting acquainted with others in class builds good feelings and increases participation.

Teacher's Directions

Self-esteem Builder[8]

1. Hand out 3 x 5-inch (8 x 13-cm) cards to students, and ask them to list three things about themselves that make them feel capable or successful.
2. Arrange the students into groups of four. Each student is to share with the other three members of the group the three items on his or her card.
3. Select one person from each group to be chairperson on the basis of an arbitrary fact, such as being the first person to have a birthday this year. The chairperson is to see that no one interrupts the person talking and that everyone listens. The chairperson also makes sure that the speaker does not say anything negative about himself or herself.
4. Have the chairperson report back to the large group for exactly one minute. (Longer reports could become monotonous.)
5. Ask students to respond positively after each chairperson makes his or her presentation.
6. Have students remain in small groups. Ask each student to write his or her name on a scrap of paper and fold it. Have students draw a name (not their own name).
7. Ask students to give a compliment to the person whose name they drew. A student might start by saying, "I am happy to know you because ________ ."
8. Select another chairperson. The chairperson again discourages interruptions and insists that only positive statements be used.
9. After all compliments have been given, ask the chairperson to report for one minute. Everyone responds again in a positive way.

Circle Game[9]

1. Divide the class into two groups. Arrange the two groups into circles, one inside the other with students facing each other.
2. Ask students one question (see sample questions). The student pairs have one to two minutes to discuss the question.
3. At the end of the time, have the inner circle move left one place. Ask another question. Allow one to two minutes for the new pairs to discuss the new question.
4. Repeat the procedure until students in the inner circle have moved completely around the circle to their original positions.

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[8] This activity was adapted from a strategy by Lois Hardy, San Ramon Valley Unified School District, Danville.

[9] This activity was adapted from a strategy by Sue Chelini, Tamalpais Union High School District, Larkspur.

Teacher's Directions (Continued)

5. Sample questions: (Begin with questions that anyone would feel comfortable answering.)
   a. Do you remember being afraid of monsters or animals in the closet or under the bed when you were little?
   b. What is something you liked to do with your family when you were little?
   c. What was your favorite toy when you were little?
   d. What do you admire most about your mother or father?
   e. How do you feel about divorce?
   f. What is the happiest event of your life?
   g. What makes you feel sad?
   h. What kind of parent do you think you will be?
   i. If you were a parent, what would you do differently from what your parents have done?
   j. What are your feelings about stepparents?
   k. What would you do if you knew someone was abusing a child?
   l. What is the most important thing a parent can teach a child?
   m. What do children owe their parents?
   n. How would you feel if one of your grandparents came to live with your family?

The "Self-esteem Builder" or "Circle Game" may be used at one of the first chapter or regional meetings of the year to establish a relaxed and supportive group—one that encourages group interaction and strengthens communication.

Activity Two/**What Are Your Communication Strengths and Weaknesses?**[10]

The student will be able to:

- Assess personal communication strengths and weaknesses.

Introduction

Most people are taught to read, write, compute, and so on. Very few people, however, are taught to communicate. Consequently, we learn how to communicate by listening to and watching our parents, brothers and sisters, and friends. Unfortunately, some communication media, such as films, television, and radio, may be ineffective—even destructive.

Teacher's Directions

1. Show the class the cartoon strips that are included in this activity.
2. Ask the students to discuss what the cartoons mean to them.
3. Have students answer the questions on the next page and rate themselves, using the directions given for scoring.

---

[10] This activity was developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

Students' Directions

1. Answer the following questions:

When sending an important message, I:	*Always*	*Often*	*Sometimes*	*Seldom*	*Never*
a. Think of what I'm going to say before I start to talk.					
b. Wait until the person is listening before I start talking.					
c. Choose appropriate time and setting for a conversation.					
d. Make statements about things of which I'm not sure or have only limited experience.					
e. Use "I" and "my" in statements to claim them as my own.					
f. Use "you should" in my statements.					
g. Express warmth and friendliness when speaking.					
h. Use pauses or silence to give the other people a chance to think and respond.					
When listening to someone, I:					
i. Look at the person and make eye contact.					
j. Stop what I am doing and listen.					
k. Sit or stand attentively.					
l. React to the other person with nods and smiles.					
m. Use verbal comments to show interest, such as "I see," "That's interesting," or "That's bad."					
n. Evaluate what is being said.					
o. Show the other person that I have heard what he or she has said.					

2. Score yourself according to the following scale:

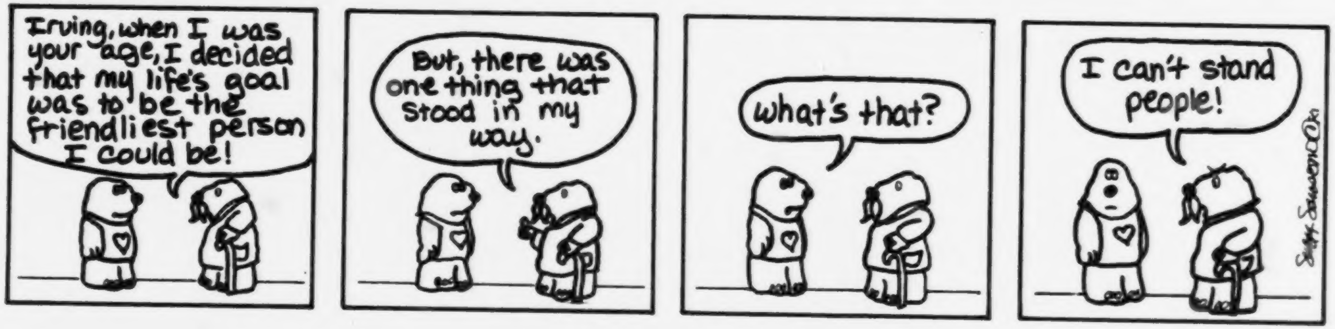
   Five points for each statement marked "Always"
   Four points for each statement marked "Often"
   Three points for each statement marked "Sometimes"
   Two points for each statement marked "Seldom"
   One point for each statement marked "Never"

3. Total the points earned and determine your "CQ" (Communication Quotient):

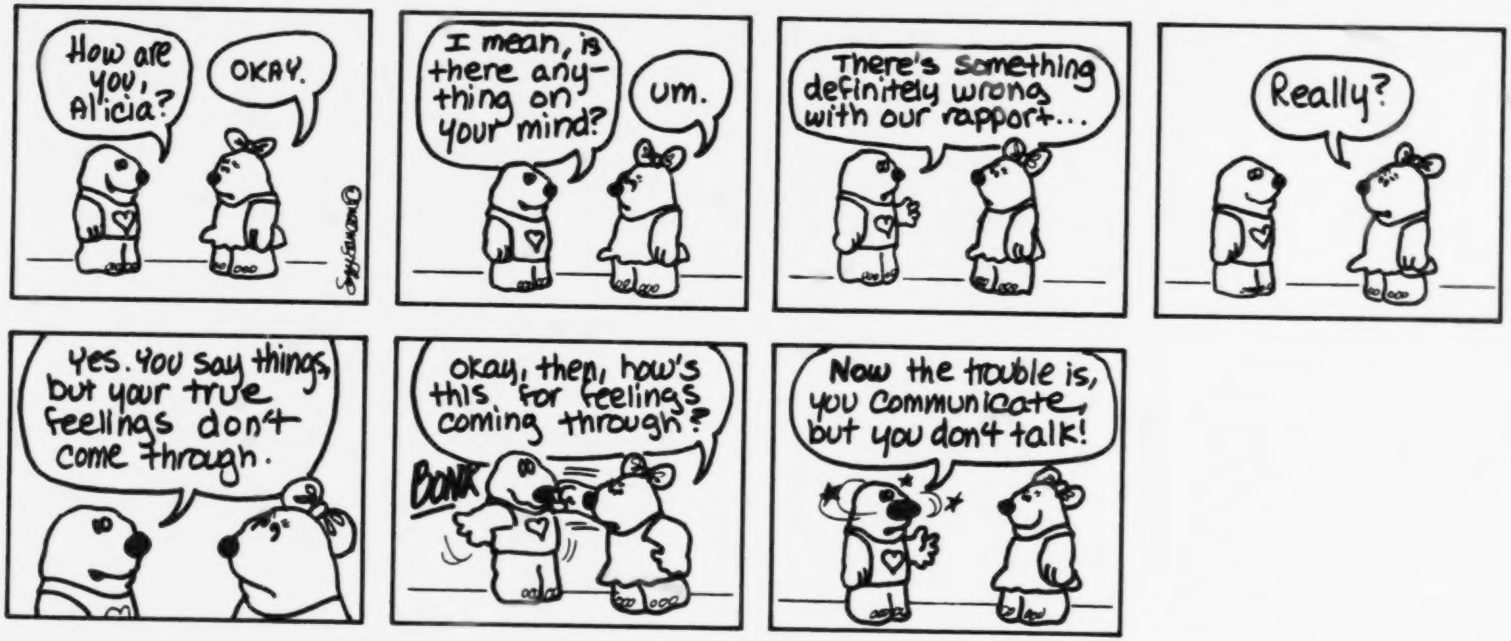
   66 - 75 Super Communicator
   60 - 65 Quality Communicator
   52 - 59 Adequate Communicator
   45 - 51 Improving Communicator
   15 - 44 Basic Communicator

4. Make a list of your communication strengths and weaknesses.

IRVING


Irving, when I was your age, I decided that my life's goal was to be the friendliest person I could be!
But, there was one thing that stood in my way.
what's that?
I can't stand people!

IRVING


How are you, Alicia?
OKAY.
I mean, is there anything on your mind?
um.
There's something definitely wrong with our rapport...
Really?
Yes. You say things, but your true feelings don't come through.
okay, then, how's this for feelings coming through?
BONK
Now the trouble is, you communicate, but you don't talk!

EDA

Activity Three/**Door Openers and Door Slammers—Relating to Others**[11]

The student will be able to:

- Examine methods of communication that build positive and negative self-images.
- Evaluate personal interactions as being positive or negative.

Introduction

What people say to us and how they say it can influence the way we feel about ourselves. Also, what we say to others affects how they feel. Interactions that are positive are "door openers" and can give a sense of well-being. Interactions that are negative are "door slammers" and can give a sense of insecurity and anxiety.

Teacher's Directions

1. Have students discuss the lists of "Door Openers" and "Door Slammers" depicted below. Write the lists on the board or use an overhead projector.
2. Form the class into groups of four or five students each, and ask each group to write an example for each opener and slammer.
   Example: Sister to younger sister. "Thank you for loaning me your necklace. It is on your dresser. You may borrow one of mine sometime."
3. Have each student keep a "Door Openers Slammers Record Sheet" (see following page), listing the Door Openers and Door Slammers given and received in one week.
4. Have the students discuss what changes they would like to make in their relationships with others.

To reinforce classroom learning, have the students construct a portable display showing the importance of skilled communication techniques to be displayed in your school and community. Enter the display in the Chapter Exhibit Event of the Competitive Recognition Events.

Door Openers	Door Slammers
Praising	**Judging**
Sympathizing	**Criticizing**
Supporting	**Blaming**
Empathizing	**Name-calling**
Reassuring	**Ridiculing**
Consoling	**Shaming**
Being sincere	**Being rude**
Being attentive	**Being aggressive**
Encouraging	**Moralizing**

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[11] This activity was adapted from a module by Jean Steuart, Sanger Unified School District.

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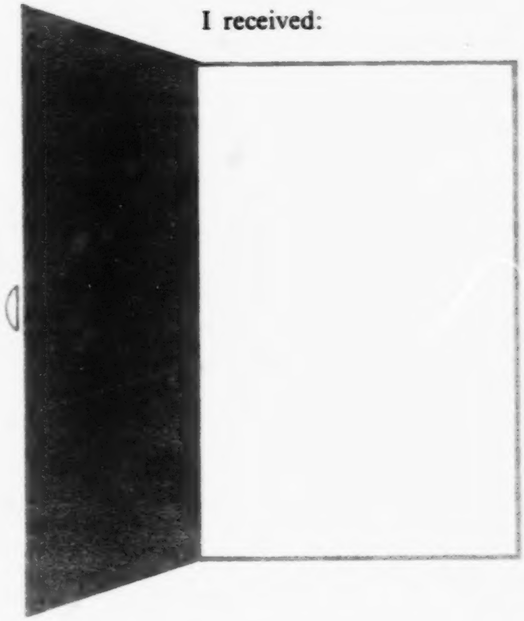
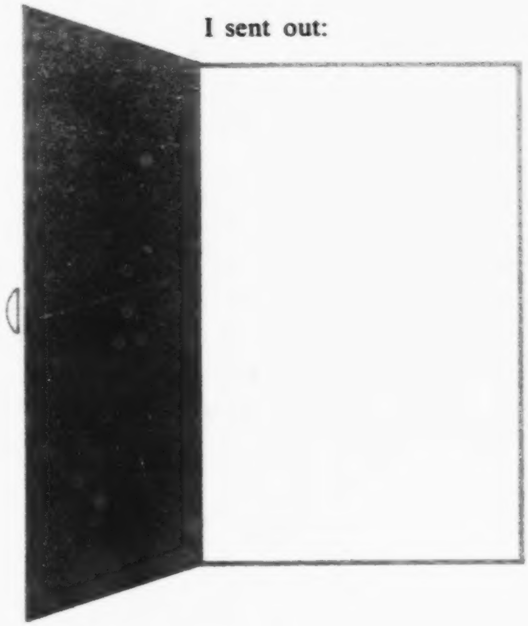
Door Openers/Slammers Record Sheet

Door Openers

I received:

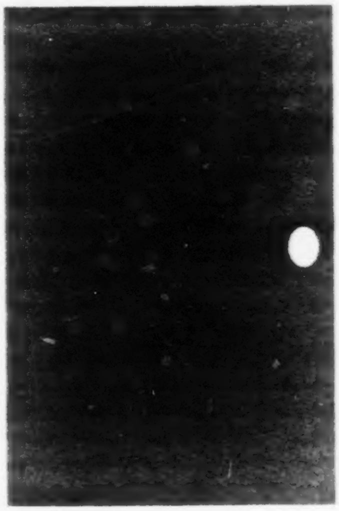


I sent out:

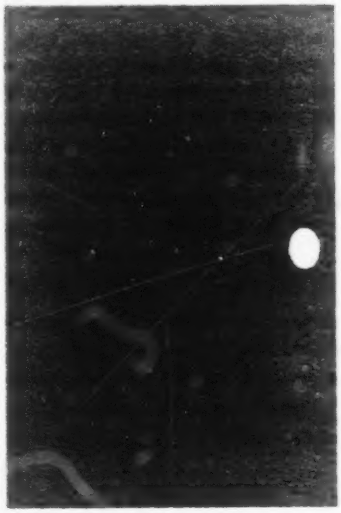


Door Slammers

I received:



I sent out:



Activity Four/**Communication Bingo**[12]

The student will be able to:

- Identify communication problems and their solutions.

Introduction

Effective communication techniques may be *learned.* The first step in this learning process is to become aware of communication problems and techniques.

Teacher's Directions

1. Give each student a Communication Bingo Card, one communication problem (to be cut from sheet labeled "Communication Problems"), and 25 place markers (paper, beans, buttons, or rocks).
2. Using the Teacher's Master List, read an effective communication technique.
3. If the students have the technique on their cards, they may cover the square with a marker.
4. Occasionally, read a communication problem and emphasize that it is a problem. If the student has that problem card, he or she may cover a free space with it.
5. The first student to cover a complete row of vertical, horizontal, or diagonal squares is the winner. A prize may be given.
6. After completing Communication Bingo, have students make a list of communication generalizations. (See "Communication Generalizations" at the end of this activity.) Examples:
    - The effect of communication on relationships
    - Tips for sending messages effectively
    - Tips for listening

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[12] This activity was developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

Communication Bingo Card A

Communication can be written, verbal, or nonverbal.	FREE	A good listener will hear a speaker's message and accept the speaker's feelings.	Body movement is nonverbal communication.	Through communication we build or destroy trust.
A good listener will look at the speaker and give full attention to the speaker.	Effective communication takes place when one person gets the correct message to or from the other.	Effective communication can be learned.	A good listener will not talk or think about how to respond.	FREE
FREE	Effective communication takes place when thoughts are organized.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from another.	Good listeners will be aware of body language and tone of voice.
Verbal and nonverbal communication can be used together.	Talking, nonverbal gestures, and behavior must all give the same message.	We build trust by doing what we say we will do.	FREE	Communication is an exchange of thoughts, feelings, or emotions.
A good listener will be an attentive listener and nod or say things such as "I see," or "I understand."	Warmth and friendliness toward the listener will help the listener concentrate on the message.	FREE	An I-message can be used to express one's feelings and needs.	An important part of communication is listening.

Communication Bingo Card B

Communication is an exchange of thoughts, feelings, or emotions.	Through communication we build or destroy trust.	Verbal and nonverbal communication can be used together.	FREE	Pitch, tone, volume, and speed of words give messages.
FREE	An I-message can be used to express one's feelings and needs.	Through communication we gain knowledge.	Communication can be written, verbal, or nonverbal.	We build trust by doing what we say we will do.
Communication takes place between self and others.	Through communication we build or destroy relationships.	FREE	Effective communication can be learned.	Talking, nonverbal gestures, and behavior must all give the same message.
Warmth and friendliness toward the listener will help the listener concentrate on the message.	Facial expression is an example of nonverbal communication.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from the other.	FREE
Most communication problems arise from emotional or social problems rather than poor word usage.	FREE	An important part of communication is listening.	Body movement is nonverbal communication.	Through communication we learn about ourselves and others.

Communication Bingo Card C

Effective communication takes place when one person gets the correct message to or from the other.	Through communication we build or destroy trust.	FREE	Body movement is nonverbal communication.	An important part of communication is listening.
An I-message can be used to express one's feelings and needs.	FREE	Effective communication takes place when one person gets the correct message to or from another.	A good listener will not talk or think about how to respond.	Verbal and nonverbal communication can be used together.
Through communication we gain knowledge.	Good listeners will be aware of body language and tone of voice.	An I-message can be used to express one's feelings and needs.	We build trust by doing what we say we will do.	FREE
A good communicator does not interrupt others.	Communication is an exchange of thoughts, feelings, or emotions.	Warmth and friendliness toward the listener will help the listener concentrate on the message.	FREE	A good communicator does not monopolize the conversation.
FREE	An important part of communication is listening.	Most communication problems arise from emotional or social problems rather than poor word usage.	Through communication we build or destroy relationships.	Pitch, tone, volume, and speed of words give messages.

Communication Bingo Card D

A good listener will look at the speaker and give full attention to the speaker.	A good listener will hear a speaker's message and accept the speaker's feelings.	Verbal and nonverbal communication can be used together.	FREE	A good communicator does not monopolize the conversation.
FREE	Effective communication can be learned.	Through communication we learn about ourselves and others.	Effective communication can be learned.	A good listener will not talk or think about how to respond.
Facial expression is an example of nonverbal communication.	We communicate consciously and unconsciously.	FREE	Communication can be written, verbal, or nonverbal.	Effective communication takes place when one person gets the correct message to or from the other.
Effective communication takes place when thoughts are organized.	We build trust by doing what we say we will do.	Effective communication takes place when one person gets the correct message to or from another.	Communication is an exchange of thoughts, feelings, or emotions.	FREE
A good listener will ask questions when something needs to be clearer.	FREE	An important part of communication is listening.	Body movement is nonverbal communication.	An I-message can be used to express one's feelings and needs.

Communication Bingo Card E

Communication can be written, verbal, or nonverbal.	FREE	A good listener will hear a speaker's message and accept the speaker's feelings.	Body movement is nonverbal communication.	Through communication we build or destroy trust.
A good listener will be an attentive listener and nod or say things such as "I see" or "I understand."	Warmth and friendliness toward the listener will help the listener concentrate on the message.	FREE	An I-message can be used to express one's feelings and needs.	An important part of communication is listening.
FREE	Effective communication takes place when thoughts are organized.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from another.	Good listeners will be aware of body language and tone of voice.
Verbal and nonverbal communication can be used together.	Talking, nonverbal gestures, and behavior must all give the same message.	We build trust by doing what we say we will do.	FREE	Communication is an exchange of thoughts, feelings, or emotions.
A good listener will look at the speaker and give full attention to the speaker.	Effective communication takes place when one person gets the correct message to or from another.	Effective communication can be learned.	A good listener will not talk or think about how to respond.	FREE

Communication Bingo Card F

Body movement is nonverbal communication.	A good listener will look at the speaker and give full attention to the speaker.	FREE	Effective communication takes place when one person gets the correct message to or from the other.	An important part of communication is listening.
A good listener will not talk or think about how to respond.	FREE	Through communication we learn about ourselves and others.	An I-message can be used to express one's feelings and needs.	Warmth and friendliness toward the listener will help the listener concentrate on the message.
We build trust by doing what we say we will do.	Facial expression is an example of nonverbal communication.	An active listener will paraphrase ideas and feelings.	Through communication we gain knowledge.	FREE
FREE	Effective communication takes place when thoughts are organized.	Most communication problems arise from emotional or social problems rather than poor word usage.	A good communicator does not monopolize the conversation.	Communication can be written, verbal, or nonverbal.
Through communication we build or destroy relationships.	A good listener will ask questions when something needs to be clearer.	A good communicator does not interrupt others.	FREE	Pitch, tone, volume, and speed of words give messages.

Communication Bingo Card G

Communication is an exchange of thoughts, feelings, or emotions.	A good communicator does not interrupt others.	Verbal and nonverbal communication can be used together.	FREE	Pitch, tone, volume, and speed of words give messages.
Most communication problems arise from emotional or social problems rather than poor word usage.	FREE	An important part of communication is listening.	Body movement is nonverbal communication.	Through communication we learn about ourselves and others.
FREE	Communication takes place between self and others.	A good communicator does not monopolize the conversation.	Effective communication can be learned.	Talking, nonverbal gestures, and behavior must all give the same message.
Warmth and friendliness toward the listener will help the listener concentrate on the message.	Facial expression is an example of nonverbal communication.	We communicate consciously and unconsciously.	Effective communication takes place when one person gets the correct message to or from the other.	FREE
An I-message can be used to express one's feelings and needs.	Through communication we gain knowledge.	FREE	Communication can be written, verbal, or nonverbal.	We build trust by doing what we say we will do.

Communication Bingo Card H

Communication can be written, verbal, or nonverbal.	Pitch, tone, volume, and speed of words give messages.	FREE	We communicate consciously and unconsciously.	Through communication we build or destroy trust.
A good listener will look at the speaker and give full attention to the speaker.	Talking, nonverbal gestures, and behavior must all give the same message.	Through communication we learn about ourselves and others.	FREE	A good communicator does not monopolize the conversation.
FREE	We build trust by doing what we say we will do.	An active listener will paraphrase ideas and feelings.	Effective communication takes place when thoughts are organized.	Through communication we gain knowledge.
Verbal and nonverbal communication can be used together.	FREE	Most communication problems arise from emotional or social problems rather than poor word usage.	Talking, nonverbal gestures, and behavior must all give the same message.	Facial expression is an example of nonverbal communication.
A good listener will be an attentive listener and nod or say things such as "I see" or "I understand."	Through communication we learn about ourselves and others.	A good communicator does not interrupt others.	Warmth and friendliness toward the listener will help the listener concentrate on the message.	FREE

Communication Problems

Directions: Reproduce and cut problems apart. Give each bingo player one problem.

Interruptions can cause communication problems.	Lying destroys trust.	Talking against someone's religion causes problems.	Hiding your feelings may cause communication problems.	Not looking at the speaker may cause communication problems.
Listening to others only so you may judge them may cause communication problems.	Adults ignoring kids when other adults are around causes communication problems.	Mumbling may cause communication problems.	Yelling may cause communication problems.	Anger may cause communication problems.
Violence may cause communication problems.	Not concentrating may cause communication problems.	Talking to an answering machine may cause communication problems.	Not listening may cause communication problems.	Daydreaming rather than listening can cause communication problems.
Thinking about what you are going to say while the other person is speaking causes communication problems.	Prethinking what someone is going to say may cause communication problems.	Listening to detail rather than for an entire message may cause communication problems.	Several people giving different messages may cause communication problems.	Different traditions may cause communication problems.
Communicating when tired may cause communication problems.	Communicating when busy may cause communication problems.	Thinking that the message is common sense may cause communication problems.	Not paying attention to people's feelings may cause communication problems.	Not paying attention to the speaker's body language may cause communication problems.
Not paying attention may cause communication problems.	Too many people talking at once may cause communication problems.	Listening for a pause can cause communication problems.	Talking while the speaker is talking may cause communication problems.	Interruptions may cause communication problems.

Teacher's Master List (for Communication Bingo)

- Through communication we build or destroy relationships.
- We communicate consciously and unconsciously.
- An important part of communication is listening.
- Communication is an exchange of thoughts, feelings, or emotions.
- Through communication we learn about ourselves and others.
- An active listener will paraphrase ideas and feelings.
- Most communication problems arise from emotional or social problems rather than poor word usage.
- Pitch, tone, volume, and speed of words give messages.
- Talking, nonverbal gestures, and behavior must all give the same message.
- Communication is an exchange of thoughts, feelings, or emotions.
- A good communicator does not interrupt.
- An I-message can be used to express one's feelings and needs.
- Through communication we gain knowledge.
- A good listener will be aware of body language and tone.
- Through communication we build or destroy trust.
- Communication takes place with self and others.
- Facial expression is an example of nonverbal communication.
- Warmth and friendliness toward the listener will help the listener concentrate on the message.
- A good listener will look at and give full attention to the speaker.
- A good communicator does not monopolize the conversation.
- Verbal and nonverbal communication often are used together.
- Body movement is nonverbal communication.
- A good listener will not talk or think about how to respond.
- We build trust by doing what we say we will do.
- Effective communication can be learned.
- Effective communication takes place when one person gets the correct message to or from another.
- Effective communication takes place when thoughts are organized.
- A good listener will be an attentive listener and nod or say things such as "I see" or "I understand."
- Communication can be written, verbal, or nonverbal.
- A good listener will hear a speaker's message and accept the speaker's feelings.

Communication Generalizations

Communication is an exchange of thoughts, feelings, and emotions. Communication takes place with self and others. Communication can be written, verbal, or nonverbal. We communicate consciously and unconsciously.

Communication affects relationships among people. Through communication we:

1. Learn about ourselves and others.
2. Build or destroy relationships.
3. Build or destroy trust.
4. Gain knowledge.

Communication takes place when one person receives a correct message from another. Effective communication can be learned. It sounds easy, but it is not. Most communication problems arise from emotional or social problems rather than poor word usage.

Two basic parts of communication are:

1. Sending clear messages
2. Listening, listening, LISTENING

Some tips for sending messages effectively are:

1. Repeat the message: use words, pictures, and written form.
2. Use statements, nonverbal gestures, and behavior that give the same message.
3. Organize thoughts; give complete and specific messages; give background and viewpoint.
4. Use I-messages; give background and viewpoint.
5. Build trust with honesty.
6. Help the listener concentrate on the message by showing a friendly attitude.

Some listening tips are:

1. Hear the speaker's message and accept the speaker's feelings. (This does not mean that you approve or agree but that you hear.)
2. Look at the speaker; give the speaker full attention.
3. Do not talk or think about how to respond.
4. Ask questions when you need something made clear.
5. Be an attentive listener. Nod or say things such as "I see," "Oh," or "Go on."
6. Be an active listener by paraphrasing ideas and feelings: "You're concerned about Bill."
7. Be aware of body language and voice tone.
8. Don't justify or be defensive when listening to someone else.

While speaking, one should remember that the pitch, tone, volume, or speed of one's words can give additional messages. (A high-pitched voice and quickly spoken words may indicate excitement.)

Nonverbal communication is also called body language. It is estimated that there are more than 700,000 nonverbal communication signals. Some of the nonverbal signals are:

1. Facial expressions
2. Body movements
3. Gestures
4. Pauses
5. Blushing
6. Not speaking
7. Clothes
8. Posture
9. Personal surroundings and possessions

Communication Generalizations (Continued)

Verbal and nonverbal communication signals often are used together. When the verbal and nonverbal signals are different, the listener usually accepts the nonverbal signal.

Examples:

a. "Your father and I are very glad you got the job." (Mom and Dad are both reading the newspaper; only one looks up and replies when their daughter tells them her good news.)

b. "I don't care if he calls me tonight." (Janis has slumped shoulders, and her mouth is tight as she speaks.)

Some communication problems are caused when a person:

1. Does not listen
2. Listens for a pause in order to speak
3. Thinks about a response rather than listening to the message
4. Prethinks what the other person is going to say and misinterprets the speaker's message
5. Listens in order to judge rather than to understand what is spoken
6. Understands words, but not the meaning of the words
7. Lacks trust in the speaker when the verbal and nonverbal messages are different
8. Listens for content rather than for the speaker's feelings
9. Uses too many words in communicating a message
10. Hears different messages from several people about the subject
11. Does not understand that tradition, custom, word usage, and word meaning can obscure a message
12. Sends a message to a receiver who is too tired or busy to listen to it
13. Sends an unclear message

Activity Five/**Are You a Good Listener?**[13]

The student will be able to:

- Practice effective listening techniques.
- Evaluate personal listening skills.

Introduction

A person has to practice to become a good listener. If a person has been using poor listening habits for years, he or she will have to practice to gain effective listening skills.

Teacher's Directions

1. Review with the class the listening tips on "Communication Generalizations" in the preceding activity.
2. Ask one student to observe students in class and watch for effective listening skills.
3. Read to the class the following description of a concert. (Do not give any instructions.)

Rock Concert

By Myrna Spangler

A group of friends were looking through the *Contra Costa Times* for rock concerts. They saw that the group, The Who, was playing at the Oakland Coliseum. They decided that they would like to attend this concert.

They called 285-ROCK and ordered 11 tickets for Saturday night, December 28.

On the evening of the concert there was a fine mist in the air. They met at 4 p.m. at Baldwin park and squeezed into Myrna's van for the ride to Oakland. The concert was to start at 8:30, and they had to wait in line for three hours.

The concert started at 8:40, and everyone went crazy yelling and screaming.

4. Give the "Rock Concert Listening Check" on the following page.
5. Have the student observer discuss what listening skills were being used as the "Rock Concert" was being read aloud.

Sponsor a leadership training workshop, focusing on the development of listening skills. Stress that listening to others is an important component of effective communication—which is important for an effective chapter meeting. To reinforce good listening techniques and to observe the communication patterns at your chapter meeting, complete the following activity:

a. Select a team of chapter members to observe the meeting. Check for the following:
   - Giving full attention
   - Accepting speaker's feelings
   - Looking at speaker (eye contact)
   - Nodding or saying "I see," "Go on," and so forth
   - Actively paraphrasing the speaker's ideas and feelings
   - Using body language, voice, and tone

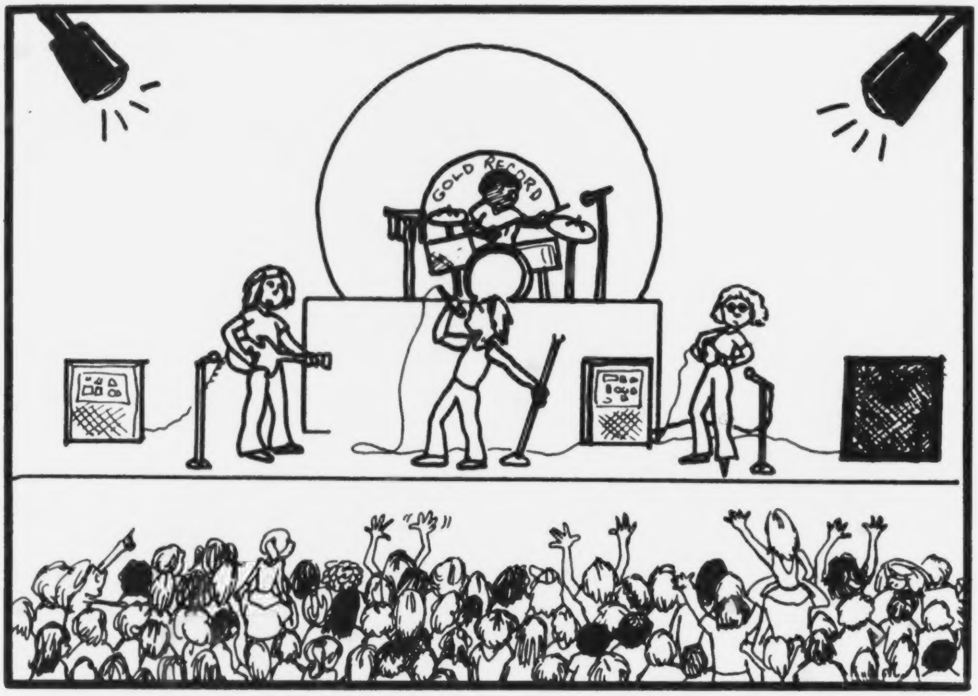
b. Have the observers report back to the group without identifying anyone by name or exact phrase.

---

[13] This activity was developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

Rock Concert Listening Check

1. What was the name of the paper in which the friends found the concert they wanted to attend?
2. What was the name of the rock group?
3. Where was the concert held?
4. What was the phone number they used to call for tickets?
5. How many tickets were ordered?
6. When was the concert scheduled to start?
7. On the evening of the concert, at what time did they meet?
8. How did they get to the concert?
9. In what city was the concert?
10. What time did the concert start?



Activity Six/**More Effective Communication**[14]

The student will be able to:

- Identify problems in communication.
- Improve communication problems with clear messages and responses.

Introduction

The two basic parts of effective communication are (1) sending clear messages; and (2) listening, listening, and LISTENING!

Teacher's Directions

1. Have students do the "Communication Cards" activity on the following pages. Divide the class into pairs, and give each pair a set of communication cards. Each pair is to read the cards and then write an effective communication dialogue on the back of the cards. (The playing cards give examples of communication problems and statements about the communication situation.) Complete all the cards.
2. Have student pairs share their communication dialogues; ask for additional comments or suggestions from the class.

Have students plan a community outreach project in which they can practice good communication techniques. For example, students can work with senior citizens in a community center or on a home visitation project, volunteer to help in a day care center, work in a nursery school for handicapped children, or assist with lunchtime supervision at a nearby elementary school. Have members discuss their experiences, feelings, things they learned, what they would change, and what they learned about themselves.

---

[14] This activity was adapted from a module developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

Communication Cards

All communication affects relationships.	**Trust occurs when verbal and nonverbal communication are the same.**	**Avoid hasty judgments and prethinking another person's thoughts.**
Parent: "You look a mess. Why don't you change before you leave?" *Son or daughter:* "Because I don't want to. You don't look so good yourself."	*Classmate:* "What's bugging you?" *Second classmate* (very depressed): "Everthing is peachy."	*Boyfriend:* "I'm going bowling with the boys tonight." *Girlfriend:* "You don't love me any more. You always want to be with the boys."
Use I-messages to convey your feelings.	**Be an active listener.**	**Listen to the speaker's message and accept his or her feelings.**
Girl: "You should drive slower." *Boy:* "I like to drive fast."	*Parent* is reading a newspaper. *Son or daughter:* "My friend got kicked out of school for fighting, and it wasn't his fault." *Parent:* "Your friend shouldn't fight at school."	(This does not mean you approve or agree, only that you heard.) *Parent:* "You should stop running around with those kids." *Son or daughter:* "You never like any of my friends."

Communication Cards (Continued)

Avoid hasty judgments and prethinking another person's thoughts.	**Trust occurs when the speaker knows what he or she is talking about.**	**Pitch, tone, volume, and speed of words give messages.**
Friend: "You want to go to the show with us tonight?" *Second friend:* "No, I can't." *Friend:* "You never want to do anything with us anymore."	*Boy:* "This is the way to change the tire." *Friend:* "How do you know?"	*Girl:* (Talking fast in excited voice.) "Bill asked me out." *Friend:* "Big deal. Who would want to go with him?"
Listen for feeling and emotion.	**Warmth and friendliness help the listener concentrate on the message.**	Students may make additional communication cards.
Friend: "I see we're doing it *your* way again." *Second friend:* "What do you mean? We never do it my way."	*Parent:* "You're sloppy. This room looks like a mess." *Son or daughter:* "It's my room, and I like it."	

Activity Seven/**Giving Descriptive Praise**[15]

The student will be able to:

- Practice praising the action, not the person.

Introduction

All of us need to know we are cared about and needed. It is easy to assume that "she knows how I feel" or that "he doesn't care to hear that." Praise and encouragement build feelings of confidence in others. Be sure when you praise someone that you do not build up in one statement and then deflate in the next. Example: "You did a nice job washing the car, but you got water all over the neighbor's windows."

Giving praise so that it is accepted requires some skill. Praise has two parts: (1) what is actually said; and (2) what the listener concludes was said. Example: Chris, aloud: "Ron, you're a great dancer!" Ron, to himself: "If you think I'm so great, you don't know much about dancing!" This statement rejects praise. In order for praise to be accepted, describe the *action;* do not *glorify* the person.

Examples of giving descriptive praise:

1. Descriptive praise of action: "Thank you for the birthday card. I could not stop laughing. It was so funny." The receiver may conclude: "I chose an appropriate card. It made him happy."
2. Descriptive praise that glorifies the person: "You are always so considerate." The receiver may conclude: "That's not always true. I'll feel foolish if I ever forget."

Students' Directions

1. Write descriptive praises for the following situations. Describe the *action,* not the person. (Use more than one sentence to give praise.)
   a. A friend shares a sandwich with you.
   b. Your parent gives you extra money before you leave for a movie.
   c. Mom helps you rearrange your room.
   d. A special friend stays late after school to give you a ride home.
   e. A neighbor brings dinner over for your family when Mom and Dad are both sick with the flu.
   f. Your parent changes the oil in your car because you do not have the time or money.
2. Plan and give a positive "praise of action" to someone this week. Report to the class or in writing on what you said or did. Describe the reaction of the receiver.

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[15] This activity was adapted from a module developed by Bonnie Pius, Sanger Unified School District.

Activity Eight/**Praise: Is It Accepted or Rejected?**[16]

The student will be able to:

- Practice giving an appropriate response to praise.

Introduction

To accept praise is a challenge, particularly if you are not feeling confident about yourself. Nevertheless, learning to accept praise from others is an effective communication skill. Examples of denial of praise are: "Oh, you just caught me on a good day." "It wasn't anything special." "It was an accident that turned out well."

By accepting praise, you allow another person to convey a positive statement without risk or rejection. This is not to suggest, however, that you accept praise for actions that are not your own. Accept praise by replying:

- "I like to hear that!"
- "That feels good."
- "It's hard for me to accept that, but thank you."

Teacher's Directions

1. Form the class into groups of four or five students. Have each student list three personal actions or achievements about which he or she is proud. Ask students to share and discuss each person's list within the group.
2. Have each group member write his or her name on a scrap of paper and fold it so the name is covered. Place the folded papers in a pile, and have each student draw a name (not own name).
3. Have each student give a statement of praise to the person whose name was drawn. The receiver should practice accepting and replying to the praise.
4. Have each student listen to his or her family members, friends, and acquaintances, and monitor their conversations for examples of rejected praise. Develop a log of these examples, restating the rejected praise so that it is accepting.
5. Use the students' logs in class to role-play appropriate responses.

---

[16] This activity was adapted from a module developed by Bonnie Pius, Sanger Unified School District.

EDA

Activity Nine/**Assertive, Nonassertive, and Aggressive Behaviors: What's the Difference?**[17]

The student will be able to:

- Identify assertive, nonassertive, and aggressive behaviors.

Introduction

Assertive behavior is the ability to exercise one's rights without infringing on the rights of others. In order to be assertive, you must be able to:

1. Ask for what you want.
2. Say no without feeling guilty or apologetic.
3. Express feelings without discomfort.

The nonassertive (passive) individual may be observed as shy, timid, or reserved. He or she may be unable to assert his or her rights or act on feelings in most circumstances. He or she will:

1. Not disturb others.
2. Constantly give in to requests or feel guilty for turning someone down.
3. Always do what others want.
4. Feel he or she has no ideas.
5. Be intimidated by others.

An aggressive individual may be inconsiderate of or insensitive to other people. Assertive behavior is often confused with aggressive behavior, but assertion does not involve hurting another person. The aggressive individual appears on the surface to have a high level of self-confidence, to have command of every situation, and to be able to cope with life on his or her own terms. The aggressive individual will often try to:

1. Dominate conversations.
2. Belittle opinions.
3. Have the "final word."
4. Argue with people.
5. Be offensive to others.

The aggressive person needs affection and acceptance just as much as anyone else, but he or she may not know how to communicate in ways that are not aggressive.

Students' Directions

1. Form groups of three or four students.
2. Identify the behavior in the following situations as either assertive, nonassertive, or aggressive.
3. Share the responses with other members of the class.

---

[17] This activity was adapted from a module developed by Bonnie Pius, Sanger Unified School District.

Students' Directions
(Continued)

1. Interpersonal Relationships

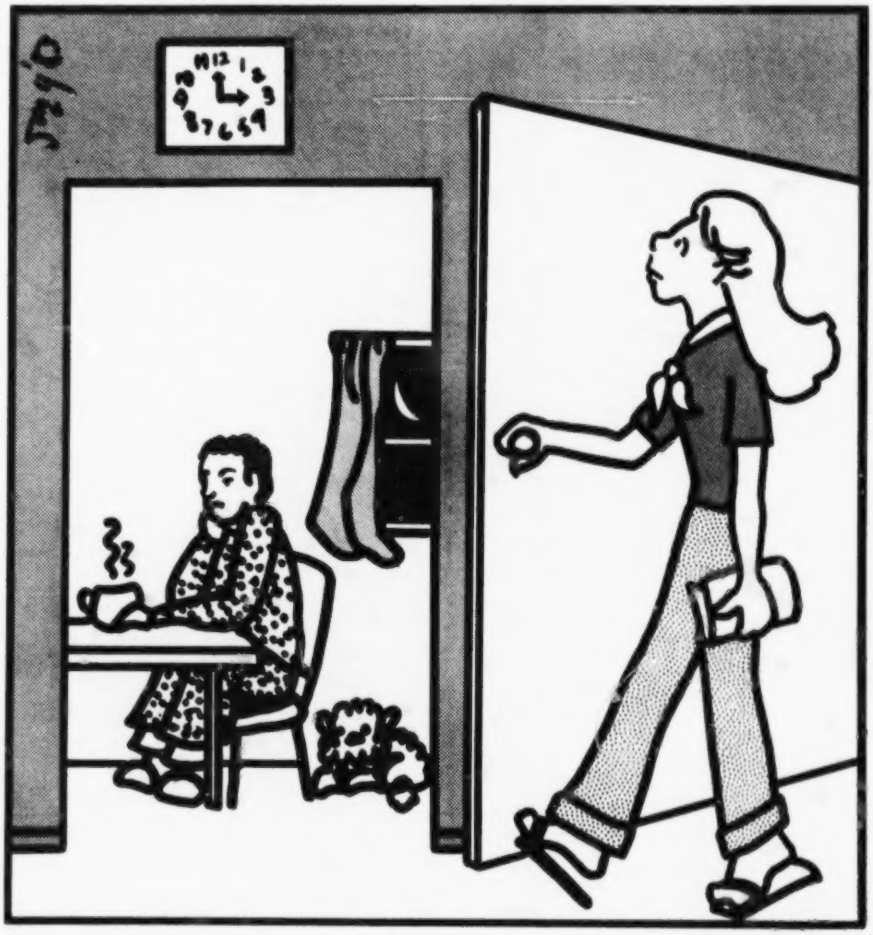
You have returned from a school party. It is three o'clock in the morning and your parents have been frantic, concerned primarily for your well-being, because you were expected home by midnight.

Alternative responses:

____ Your parents turn off the lights and go to bed.

____ A parent shouts: "Where have you been? Do you know what time it is? I've been up all night! You are thoughtless and inconsiderate! Next time you can sleep on the front step!"

____ Parent says: "I've been worried about you! You said you would be home at midnight and I've been frantic. Are you all right? I would have liked you to call me."



Students' Directions
(Continued)

2. Consumer Relations

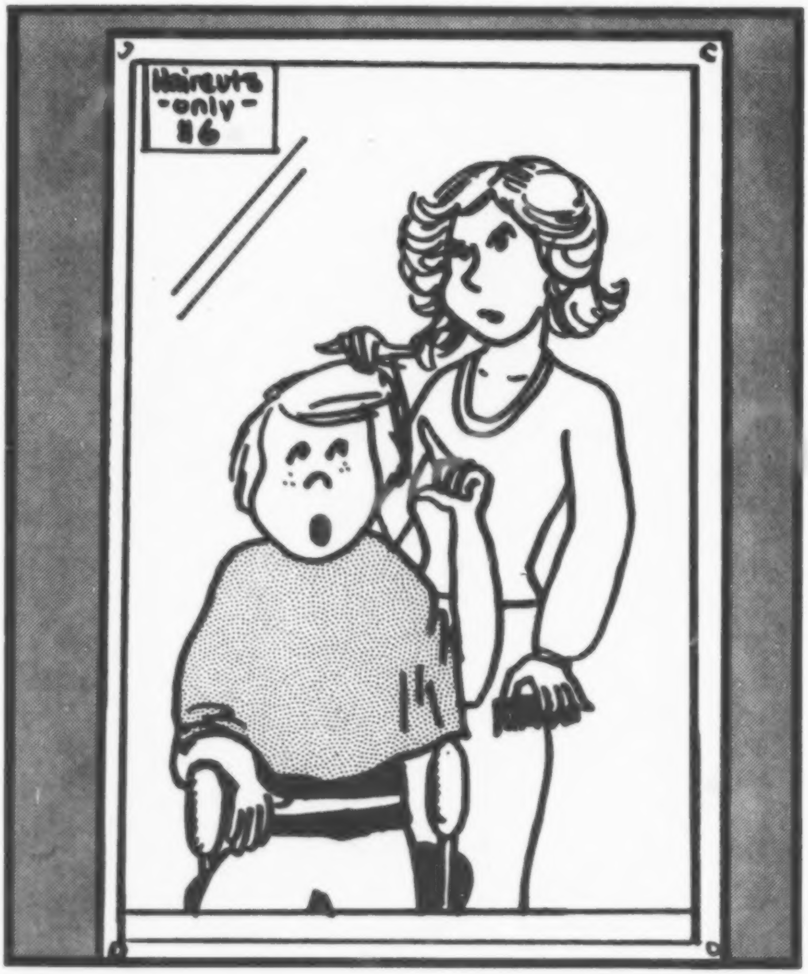
The hair stylist has just finished and turned the chair toward the mirror so that you can inspect the cut. You would like to have more trimmed from the sides.

Alternative responses:

____ You say that you would like more trimmed from the sides.

____ You nod your head and say, "That's okay," or you say nothing.

____ You say that it could have been a better job or you say sarcastically, "You sure didn't take much off the sides, did you?"



Students' Directions
(Continued)

3. Employment Situation

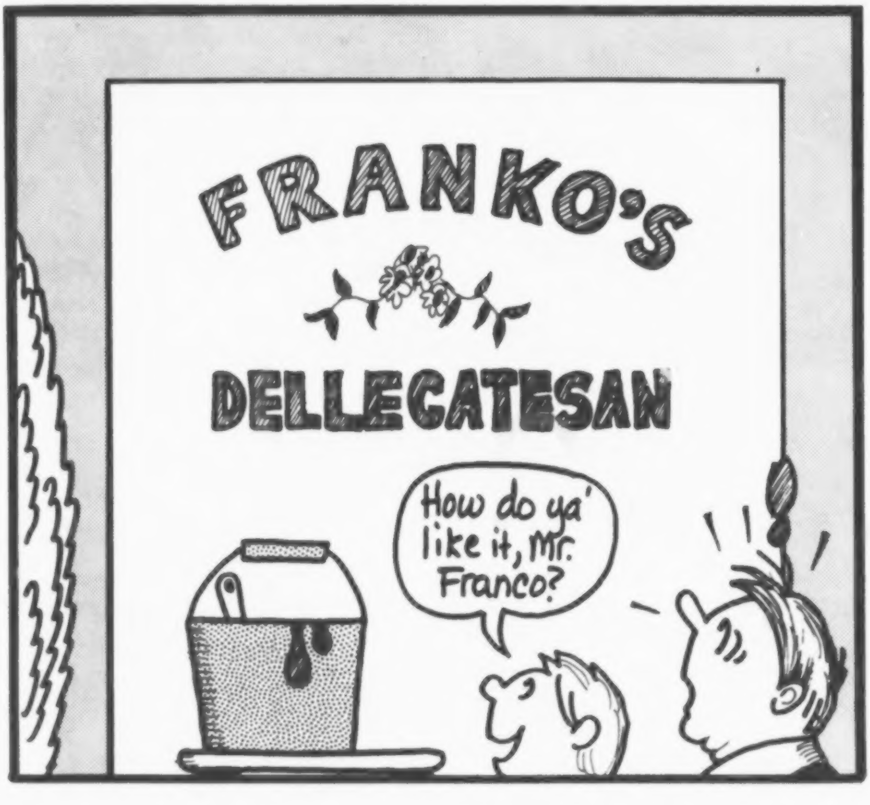
You made a mistake on some aspect of your job. Your supervisor discovers it and is letting you know rather harshly that you should not have been so careless.

Alternative responses:

____ You say he or she has no business criticizing your work. You tell him or her to leave you alone and that you are capable of handling your work.

____ You agree you made a mistake. You say that you will be careful next time. You add that you feel the criticisms are somewhat harsh and you see no need for that.

____ You say that you are sorry, that you feel stupid, that it was silly of you, and that you will never let it happen again.


FRANKO'S
DELLECATESAN
How do ya' like it, Mr. Franco?

Students' Directions
(Continued)

4. School Situation

You are one of 11 students in a psychology group discussing human sexuality. The ideas introduced by three or four students are against your moral code and beliefs.

Alternative responses:

____ You listen without disagreeing openly with others or presenting your own viewpoint.

____ You denounce the views of others, express your beliefs strongly, and urge others to accept your point of view as the correct one.

____ You speak up in support of your own beliefs, know that your views may not be popular, but do not put down the views of others in the group.

5. Social Situation

You are at a public meeting in a large room. A man sits next to you puffing his cigarette. The smoke is very offensive to you.

Alternative responses:

____ You become angry and demand that he put out the cigarette or move. You add that it is bad for his health.

____ You suffer in silence, deciding he has a right to smoke.

____ You politely but firmly ask that he refrain from smoking because it is bothering you. If he prefers to smoke, you move to another seat.

You and your friends are waiting in line to buy concert tickets. A group of five people crashes the line directly in front of your group.

Write your responses:

____

____

____

You are trying to watch the conclusion to a television movie, but the members of the family are loudly talking about what to do next Sunday.

Write your own responses:

____

____

____

Describe other situations, and give three response choices for each.

EDA

Activity Ten/**Steps to Assertion**[18]

The student will be able to:

- Determine frequency of personal assertion.
- Practice being assertive.

Introduction

We can become upset in situations involving a stranger (for example, a sales clerk) or someone whom we know very well. Many times it is of benefit if we share what is on our mind in a direct and organized manner.

Teacher's Directions

Ask students to tell how they would act in the following situation:

If something is bothering me that involves the actions or words of another person:

1. I can tell them what's on my mind very easily and without being intimidated.
2. I can tell them what's on my mind with some difficulty, depending on who it is.
3. In general, I find it difficult to be assertive.
4. Many times I just hold it inside, even though it is bothering me.

The following is an exercise in which students can practice their assertion skills:

Students work in groups of three persons. One person serves as the coach; the other two are players "A" and "B." Each person will get a chance to work on a situation requiring assertion.

Student "A" selects a problem and explains the situation and the goal of the communication to student "B" and the coach. Student "B" role-plays the person that "A" is having difficulty with. Consequently, "B" has to understand the situation so that the role-play is realistic. The coach helps "A" accurately state what he or she wants to say and to practice the message.

Students "A" and "B" role-play the situation in a spontaneous way. It may take several tries before "A" can say what is intended and to do it in an organized manner. The number of tries depends on the wishes of the three participants. Practice helps us organize and clarify our thoughts and feelings. The coach should help "A" maintain eye contact with "B" and stay on the intended goal. The coach should assist "A" with feedback, praise, and encouragement.

Example:

Student "B" frequently borrows money from "A." Student "A" does not want to lend the money, but has a difficult time resisting the pleas of the friend.

The coach must help "A" confront the reasons why the pleadings of "B" cannot be resisted. The coach must assist "A" in determining what he or she wants to say to "B." When "A" is prepared to say no with confidence, "A" and "B" should role-play the situation.

Each student should have an opportunity to practice assertion and to share successes and self-learning situations.

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[18] This activity was adapted from a module developed by Laurie Porges-Gill, Capistrano Unified School District, San Juan Capistrano.

EDA Activity Eleven/**Psychological Defenses: We All Use Them!**[19]

The student will be able to:

- Become familiar with the vocabulary and concepts of psychological defenses.
- Match psychological terms with situations.
- Recognize types of personal defenses.

Introduction

A psychological defense is a protection from feelings of anxiety, fear, insecurity, or inadequacy. Its purpose is to help the user maintain self-respect and a sense of well-being. Each of us uses defense devices at one time or another. We put up defenses around our areas of weakness, not our areas of strength.

Students' Directions

1. Discuss with other students the terms and concepts found on the accompanying work sheet "Psychological Defenses."
2. Match the correct terms with the situations listed on the work sheet "The Way We Behave."
3. Circle the defenses you recognize as the ones you use. Give an example of a specific situation when you used one of the circled defenses.
4. Form into groups of four or five students and discuss:
    a. The defenses you use. Are they used by others in the group?
    b. What do defense mechanisms suggest about self-esteem?
    c. How does reliance on defense mechanisms indicate a personal issue or concern that has not been resolved?

---

[19] This activity was adapted from a module by Pat Nolcox, Los Angeles Unified School District.

Psychological Defenses

Compensation. A person tries to make up for a defect, fault, or feeling of inferiority. (A shy person reads books to compensate for the lack of friends.)

Denial. A person's mind will not accept reality. (The mind refuses to accept the death of a loved one.)

Displacement. A partner transfers his or her unacceptable feelings from one person to another. (The wife is afraid to get angry at her husband, so she gets angry at her child.)

Fantasy. An individual creates a situation in which his or her needs are met. (You daydream about being treated well and in a loving way.)

Isolation. A person avoids experiences or people because of the fear of failure. (You do not go to a dance because you are afraid no one will dance with you.)

Projection. A person transfer his or her own thoughts or feelings to someone else. (You think someone else is angry when you are the angry person.)

Rationalization. A person tries to explain unacceptable actions or thoughts so that they seem acceptable. (I do not want to make the effort to do well in school, so I say school is dumb or boring.)

Reaction formation. An individual substitutes an acceptable feeling for an unacceptable feeling or idea. (A parent who resents a child may become overprotective.)

Regression. A person turns to an earlier successful behavior to deal with emotional conflict. (A four-year-old child returns to crawling when the new baby is brought into the family.)

Repression. A person tries to keep disturbing thoughts out of his or her mind. (You try to forget an incident.)

Sublimation. An unacceptable impulse is changed to an acceptable action. (A wish to pull the dog's tail is changed to petting the dog.)

Turning against self. A person blames himself or herself and becomes depressed. (A girl believes it is her fault that her boyfriend is unhappy.)

The Way We Behave[20]

Match the following situations with the psychological defense:

________________ 1. Four-year-old Paula wants to have a bottle and to wear diapers when a new baby sister comes home from the hospital.

________________ 2. Fifteen-year-old Thomas is told by his parents that he may not go to a concert next weekend. He tells his friend, "I didn't want to go anyway. The groups that are playing are lousy."

________________ 3. Cathy's parents cannot afford to give her an allowance, and she earns very little spending money. She gives her friends birthday gifts that are more expensive than she can afford.

________________ 4. Mr. and Mrs. Brown were robbed at knifepoint when they stepped out of a restaurant. Neither one can remember what the assailant said or looked like.

________________ 5. John's five-year-old dog was hit by a car and killed. John still keeps the dog's bed and water dish in his room and whispers to the dog in the mornings and evenings.

________________ 6. Mary is short and skinny for her age. She often sees herself as a slim, fast-running tennis player.

________________ 7. Tom weighs 210 pounds (94.5 kg). Last week he asked a friend to go to the store and buy ingredients to make banana splits. Tom always feels happier when he is eating a banana split.

________________ 8. A man who is bossy and likes to yell at people has been an Army drill sergeant for 15 years.

________________ 9. Joe is angry with his girlfriend for breaking up with him and going out with his brother. He yells at them and drives away. Later, he is disgusted and angry with himself for having lost his temper.

________________ 10. Sandy says she is not going to Betty's party because Betty does not like her and is jealous of her. (The truth is that Sandy is jealous of Betty and does not like her.)

________________ 11. Roy had an argument with his best friend, Randy. Roy is still mad at Randy, and when he gets home, he yells at his sister and brother.

________________ 12. Mr. Santana dislikes his wife's business friends. At least once a month, he invites them over for a barbecue dinner.

---

[20] This exercise was adapted from a module written by Pat Nolcox, Los Angeles Unified School District.

Activity Twelve/**Peer Pressure: An Outside Influence**[21]

The student will be able to:

- Examine the influence that groups can have on individuals.
- Recognize the influence that groups can have on their members.

Introduction

Our peers strongly influence our values and our self-image, and even the activities we choose. People stereotype us on the basis of the friends with whom we associate. We sometimes stereotype other people by the groups to which they belong.

Teacher's Directions

1. Lead the class in a discussion of groups or cliques at school and in the community. What are the groups? Who belongs? What images do the groups project? How do the groups limit or enhance their members? What needs are being met by the groups?
2. Have students fill out the chart on the following page, entitled "Peer Pressure: An Outside Influence." Students may fill out more than one chart.
3. When the charts are completed, tell students to share the results and discuss whether the descriptions are accurate. If someone who is a member of one of the groups is present, ask him or her to comment on the descriptions.
4. Display the charts on the bulletin board.

Determine some of the basic needs of students as reflected by groups or cliques at school and in the local community. Verify the accuracy of these findings with other peers at school. Plan a membership drive activity aimed at selected needs of the students. A successful chapter meets the needs of many different people.

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[21] This activity was adapted from a module developed by Donna Gomez, Tamalpais Union High School District, Larkspur; Jo Hansen, Capistrano Unified School District, San Juan Capistrano; and Beverly Studer, Central Union High School District, El Centro.

Peer Pressure: An Outside Influence

Groups That I Know

For each of the categories in the chart below, write in as many appropriate descriptions of particular peer groups as you can think of. Do this for different groups you know about.

Name of the group ____________________

What other people think about the people in the group ____________________

____

Values they hold ____________________

____

Activities ____________________

____

Substances they use (eat, drink, and so forth) ____________________

____

Risks they take ____________________

____

Places where they meet ____________________

____

Limits on members ____________________

____

Values of membership ____________________

____

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2

Parenting Responsibilities

This chapter contains instructions regarding the responsibilities of parenting. An informed decision regarding the seriousness of the roles and responsibilities associated with parenting is essential. Students have the opportunity to consider some of the factors involved in the commitment to be a parent.

Section A/Parenting Roles

The activities in this section will help the student develop abilities to:

- Describe the responsibilities of being a parent.
- Understand traits desirable for positive parenting.
- Determine resources desired for parenting (time, energy, money, and emotional commitment).

Key Generalizations

NOTE: These generalizations may be found on pages 4 and 5 of *Curriculum Design for Parenthood Education.*

1. The decision to have children requires a lifelong commitment.
2. Assuming the responsibility for another person increases the demands on one's own resources.
3. Parenting requires an investment of time, energy, money, and emotions.
4. Economic support is the parents' legal responsibility until the child becomes eighteen years old.
5. Effective parenting is achieved when one is comfortable and confident about one's own self-worth.

Activities

1. Administer the pretest. Collect and save.
2. Introduce the following student activities, which appear in this section:

EDA

Activity One—Parenting
- Describe parents and their roles.
- Identify positive and negative parenting roles.
- Determine desirable traits for people who rear children.

EDA

Activity Two—Changes in Life-style
- Discuss reasons for having children.
- Identify ways a baby causes life-style changes for its parents.

EDA

Activity Three—Costs of Parenting
- Determine resources needed for parenting (time, energy, money, and emotional commitment).

EDA

Activity Four—Parenting Skills
- Describe skills and responsibilities necessary for positive parenting.
- Determine personal readiness to be a parent.

3. Redistribute the original pretest. Have the students retake the pretest, using a different color of ink to identify the two sets of replies. Evaluate the students' changes.

Pretest[1]

Here are the four topics that are in this section. Below each topic is a line. Place an *X* on the line indicating your position.

1. The responsibilities of being a parent

I have not considered. ______________ I have considered. ______________ I have a good understanding. ______________

2. Desirable traits for parents

I have not considered. ______________ I have considered. ______________ I have a good understanding. ______________

3. Cost and rewards of parenting

I have not considered. ______________ I have considered. ______________ I have a good understanding. ______________

4. Resources desired for parenting

I have not considered. ______________ I have considered. ______________ I have a good understanding. ______________

---

[1] This test was adapted from a module developed by Noreen Bradbury, Trinity Union High School District, Weaverville.

EDA

Activity One/**Parenting**[2]

The student will be able to:

- Describe parents and their roles.
- Identify positive and negative parenting roles.
- Determine desirable traits for people who rear children.

Students' Directions

1. Beginning with each of the letters shown below, write as many words as you can which describe parents and their roles. Place a + by each word that you consider to be a positive one; place a − by each one that you consider to be negative.

P ______________________________

A ______________________________

R ______________________________

E ______________________________

N ______________________________

T ______________________________

I ______________________________

N ______________________________

G ______________________________

2. Share with other students the words you chose, and explain why you chose the descriptive words.
3. List ten desirable traits for people who raise children. From these, select the five most desirable traits you believe people who raise children must have.

1. ______________ 6. ______________
2. ______________ 7. ______________
3. ______________ 8. ______________
4. ______________ 9. ______________
5. ______________ 10. ______________

4. Compare your five most desirable traits with those chosen by other class members. Discuss.

---

[2] This activity was adapted from a module developed by Erma Jean Crider, Sanger Unified School District.

EDA

Activity Two/**Changes in Life-style**

The student will be able to:

- Discuss reasons for having children.
- Identify ways a baby causes life-style changes for its parents.

Students' Directions

1. Complete the following directed role-play situations and discuss:

   a. Jan: I hope we have a boy. I don't think I would enjoy having a daughter as much as a son.

   Mike: ______________________________

   ____

   b. Mike: I know we will be happy when we have a child.

   Jan: ______________________________

   ____

   c. Mike: When we get married, I want to have a boy who will be just like me.

   Jan: ______________________________

   ____

   d. Mike: I want him to do all the things that I wish I had done. I want him to play soccer.

   Jan: ______________________________

   ____

   e. Jan: I also want him to take classes in photography. I always wanted to do that but didn't have the time.

   Mike: ______________________________

   ____

   f. Mike: I want him to vote when he turns eighteen, as I did.

   Jan: ______________________________

   ____

Students' Directions
(Continued)

2. Parents discover that a child brings many changes to their life-style. In the following situation, write what Eddie might reply to Theresa. Eddie has a full-time job and goes to school part-time at the local community college. He is taking a vocational program so that he can get a better job. Theresa works part-time each afternoon; their baby is cared for by a neighbor during that time.

a. Theresa: Eddie, the baby is too sick to take to our neighbor, and I have to leave for work. Can you skip your afternoon class at the community college and take care of her?

Eddie: ____

____

b. Theresa: I didn't think having a baby would take so much of our time. I miss not being able to play tennis with you on Wednesdays.

Eddie: ____

____

c. Theresa: I want to go back to school next semester. You'll have to babysit one or two nights a week while I'm at school.

Eddie: ____

____

d. Theresa: I want to move out of this neighborhood. It's a terrible place to try and raise a child.

Eddie: ____

____

e. Theresa: When I was in high school, my consumer and homemaking education teacher said that parents have to be responsible for their child for at least 18 years. I didn't realize what she meant. You take the baby. I'm going jogging.

Eddie: ____

____

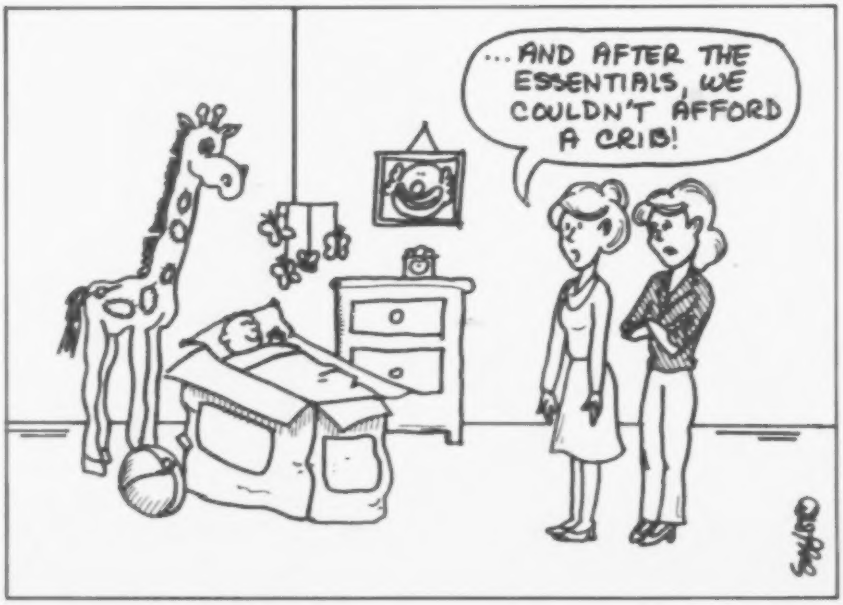
EDA Activity Three/**Costs of Parenting**

The student will be able to:

- Determine resources needed for parenting (time, energy, money, and emotional commitment).

Students' Directions

1. Answer the following questions:
   a. Do you hope to have a child? ____ If yes, how many? ____
   b. How much do you think the following items cost at the present time?
      Childbirth $ ____________
      Child support through age eighteen $ ____________
      Four years of college $ ____________
   c. What benefits and pleasures do you think you would derive from raising children?
   d. What would you be willing to give up or change because of your role as a parent?
   e. **In the cartoon on this page, what kinds of items do the parents consider to be *essential?***
   f. What essential items do *you* believe a baby needs during the first year?
   g. Using your own resources, explain how you could improvise three of these essential items instead of buying them.
   h. Locate four sources in your community for inexpensive furniture, baby clothes, and toys.


...AND AFTER THE ESSENTIALS, WE COULDN'T AFFORD A CRIB!

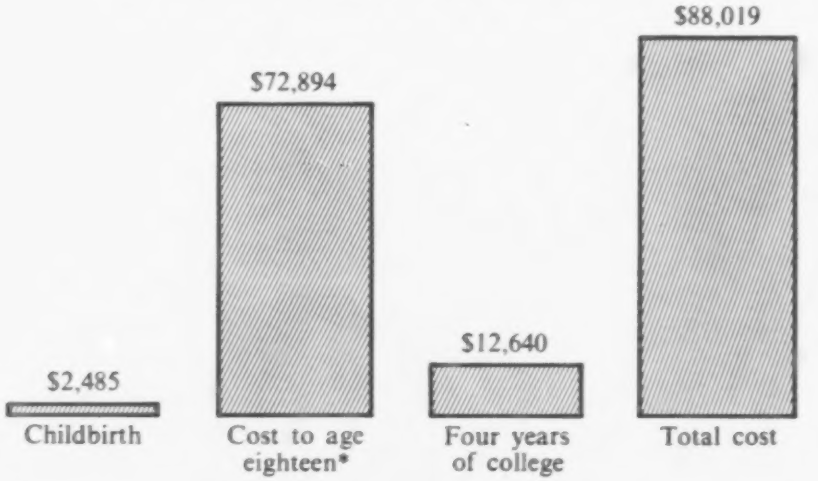
Students' Directions
(Continued)

i. In general, do you think there are more advantages than disadvantages to having children? Circle one number on the scale below.

Only disadvantages									*Only advantages*
1	2	3	4	5	6	7	8	9	10

2. Obtain the latest statistics on the cost of raising a child from the Population Reference Bureau. Write to the address shown in the footnote.
3. Tabulate and compare the students' responses to question 1 (parts a, b, and c). What are the three most frequently mentioned advantages and disadvantages? Compare the students' cost estimates with the latest statistics from the Population Reference Bureau.
4. Discuss the results.

Direct Cost of a Child in the United States, 1980[3]



*For a child who was eighteen years old in 1980, the cost was $72,894; for a child born in 1980 and who will be eighteen years old in 1998, the cost is projected to be $144,892.

To reinforce classroom learning and to extend and enrich the curriculum, the FHA/HERO student may contact the Population Reference Bureau to request updated statistics regarding the cost of having and rearing a child. The FHA/HERO student may then prepare a poster to use as a visual for presentation to the class. This presentation would provide an opportunity for students to practice public speaking and aid in their self-development. The visual may be developed into an exhibit for the competitive recognition events or for display in the community.

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[3] This material was adapted from *The Cost and Value of American Children*. Available from Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20035 (telephone 202-785-4664).

EDA

Activity Four/**Parenting Skills**[4]

The student will be able to:

- Describe skills and responsibilities necessary for positive parenting.
- Determine personal readiness to be a parent.

Students' Directions

1. Read the following "Help Wanted" advertisement:

   > **"Help Wanted—Applicants must love children and be willing to work 24 hours a day for at least 18 years. This position requires financial support of household members, no time off, endless energy, and emotional maturity. Knowledge of nutrition, money management, psychology, health, and self is highly recommended for success. The ability to give love is required. Salary—none. Overtime—not paid. Benefits—emotional satisfaction and support from family members, new challenges every day, and the opportunity to use all the personal and job skills you possess."**

2. After you have studied the "Help Wanted" advertisement, conduct an information interview with:
   - School-age parents
   - Your parents
   - Other students on campus

   Questions to be asked in the interview are:
   - How would you describe the job of parenting?
   - What benefits are gained from parenting?
   - What special training and skills are necessary?
   - What are some difficulties with being a teenage parent?
   - Do you believe that this "Help Wanted" advertisement is accurate? (Present a copy of advertisement to the person being interviewed.)
3. After conducting the information interview, ask yourself the following questions:
   - Would I like to have the job of parenting? Why or why not?
   - Do I qualify for this job at the present time? Yes__ No__. If not now, I would qualify for the job of parenting in__years.
   - What skills must I learn before accepting the responsibility of parenthood?

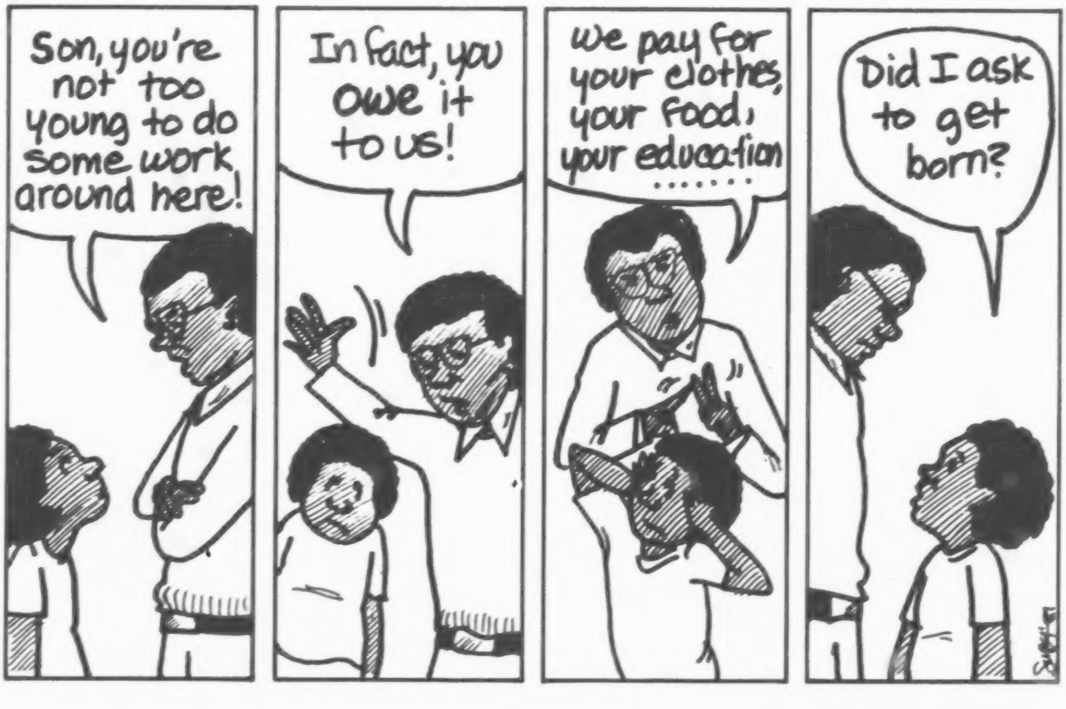
As a leadership development activity, have a student prepare, present, and evaluate the activity during a minisession at a regional or subregional FHA-HERO meeting. Participants in the minisession will gain information on the occupation of parenting.

---

[4] This activity was adapted from a module prepared by Nancy Szydelko, Sanger Unified School District.

Post-Test[5]

1. List four responsibilities of being a parent:
   a. ______________ c. ______________
   b. ______________ d. ______________
2. List four desirable traits of parents:
   a. ______________ c. ______________
   b. ______________ d. ______________
3. List two benefits of parenting:
   a. ______________
   b. ______________
4. Estimate the cost of raising a child for 18 years: $ ______________
5. In this cartoon, why does the father say what he does? Why does the son respond the way he does? Is this cartoon realistic? If you were the parent, how would you answer the child's question?


Son, you're not too young to do some work around here!
In fact, you owe it to us!
We pay for your clothes, your food, your education ......
Did I ask to get born?

---

[5] This test was adapted from a module developed by Noreen Bradbury, Trinity Union High School District, Weaverville.

Section B/**Health Decisions**

The activities in this section will help the student develop abilities to:

- List potential effects of poor nutrition and environmental conditions on children's health.
- Describe how physical characteristics are passed from parents to children.
- Explain how knowledge of heredity and family health history is helpful in planning for a healthy family.

Key Generalizations

1. The most physically desirable age for childbearing is between twenty and thirty years of age.
2. Prospective parents should be aware of family history of heart disease, diabetes, cancer, obesity, longevity, and genetically transmitted defects.

Activities

1. Administer the pretest.
2. Introduce the following student activities:

EDA

Activity One—Dominant-Recessive Genes
- Recognize the difference between dominant and recessive characteristics.

EDA

Activity Two—Hereditary Roots
- Follow dominant and recessive characteristics through three generations.

EDA

Activity Three—Genetic Combinations
- Practice combining dominant and recessive characteristics.

EDA

Activity Four—Will It Hurt My Baby?
- Analyze personal food consumption and the environment for substances that may cause birth defects.

3. Administer the post-test.

Pretest

1. List the potential effects of poor nutrition and environmental conditions on the health of children.

2. Explain how physical traits and characteristics are passed from parents to children.

3. What is heredity?

Answers: (1) page 79; (2) page 75; (3) page 75

EDA

Activity One/Dominant-Recessive Genes[6]

The student will be able to:

- Recognize the difference between dominant and recessive characteristics.

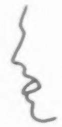
Introduction

What is heredity? It is the passing of physical characteristics (traits)—such as hair or eye color—from parents to their children. These characteristics are carried by genes found in 23 pairs of chromosomes located in nearly every cell in the body (they are not paired in the sexual gender cells).

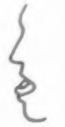
Each of us has inherited 23 chromosomes from our mother and 23 from our father. Some of the genes found in chromosomes are dominant over other genes. A dominant gene characteristic should be evident to an observer, but a recessive gene characteristic is seldom evident.

Students' Directions

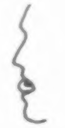
1. Using the illustrations below, determine which of the following characteristics are dominant or recessive by surveying members of your class, school, or FHA/HERO chapter.[7]



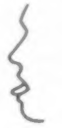
No roll



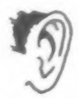
Tongue rolling



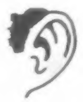
Tongue folding



No folding



Free earlobes



Attached earlobes

	Number of people who have this characteristic	*Which is probably dominant and which recessive*
Can roll tongue		(1)
Cannot roll tongue		(2)
Can fold tongue		(3)
Cannot fold tongue		(4)
Has free earlobes		(5)
Has attached earlobes		(6)

2. Check your survey results by comparing with the following answers:

1. Dominant, 2. Recessive, 3. Recessive, 4. Dominant, 5. Dominant, 6. Recessive

Prepare a visual of the above survey, and present it to your class or FHA/HERO chapter.

---

[6] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

[7] This survey was adapted from Anna Pai, *Foundations of Genetics* (New York: McGraw-Hill Book Company, Inc., 1974).

EDA

Activity Two/**Hereditary Roots**[8]

The student will be able to:

- Follow dominant and recessive characteristics through three generations.

Introduction

Inherited characteristics are passed from parents to their children through the genes.

Students' Directions

1. Chart these characteristics in as many of your family members as possible.

Mother's Parents

Grandmother

Tongue rolling yes no
Tongue folding yes no
Earlobes free attached

Grandfather

Tongue rolling yes no
Tongue folding yes no
Earlobes free attached

Mother

Tongue rolling yes no
Tongue folding yes no
Earlobes free attached

Father's Parents

Grandmother

Tongue rolling yes no
Tongue folding yes no
Earlobes free attached

Grandfather

Tongue rolling yes no
Tongue folding yes no
Earlobes free attached

Father

Tongue rolling yes no
Tongue folding yes no
Earlobes free attached

Me

Tongue rolling yes no
Tongue folding yes no
Earlobes free attached

2. Answer the following questions:
   a. Can you tell which characteristic is dominant?
   b. What other characteristics have you inherited from your parents? Substitute hair color, hair curl, eye color, nose size, and nose shape in the above chart.
   c. Does your family have any negative hereditary characteristics that you need to be aware of in order to have healthy children?

Ask one of your FHA/HERO officers to invite a genetic counselor or specialist to speak to the class or FHA/HERO meeting. The officer should plan the event and follow through on all details, concluding with a thank-you letter to the speaker.

---

[8] This activity was developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

EDA

Activity Three/**Genetic Combinations**[9]

The student will be able to:

- Practice combining dominant and recessive characteristics.

Introduction

Is it possible for two tongue rollers (a dominant trait) to have a child who is a nontongue roller (a recessive trait)? Yes. It is possible when both parents carry a tongue roller (TR) gene and a nontongue roller (NTR) gene. Here is an example:

		Mother's genes TR	Mother's genes NTR
Father's genes	TR	TR TR	TR NTR
Father's genes	NTR	NTR TR	NTR NTR

Each child receives one gene from each parent. These are all the possible combinations. Anytime the person has at least one TR gene, the person will be a tongue roller, because tongue rolling is dominant.

Students' Directions

1. Answer the following questions and complete the combinations.
   a. How many possible combinations of genes are indicated in the diagram above?
   b. How many times could the combination of genes result in tongue rolling (TR)?
   c. How many times would the combination of genes result in nontongue rolling (NTR)?

   Figure out these combinations:

		Mother's genes TR	Mother's genes TR
Father's genes	TR		
Father's genes	TR		

Of the four possible combinations:

d. How many are TR?
e. How many are NTR?

		Mother's genes NTR	Mother's genes NTR
Father's genes	NTR		
Father's genes	TR		

Of the four possible combinations:

f. How many are TR?
g. How many are NTR?

---

[9] This strategy was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Students' Directions
(Continued)

		Mother's genes	
		NTR	NTR
Father's genes	TR		
	NTR		

Of the four possible combinations:

h. How many are TR?
i. How many are NTR?

Answers: (a) 4; (b) 3; (c) 1; (d) 4; (e) 0; (f) 0; (g) 4; (h) 2; (i) 2.

EDA Activity Four/**Will It Hurt My Baby?**

The student will be able to:

- Analyze personal food consumption and the environment for substances that may cause birth defects.

Teacher's Directions

1. Use an overhead projector to show the illustration on page 81. Discuss environmental factors that can affect the unborn.
2. Have the students read the information sheet "What You Can Do to Prevent Birth Defects" on the following page; ask them to analyze the food they eat and their environment.

Students' Directions

1. List everything that you swallowed or inhaled during the past three days.
2. Identify everything on your list that may be harmful to an unborn child. You may want to refer to the information work sheet for recall purposes.
3. Discuss or write about the following topics:
   - What things can you avoid in the future? How?
   - What items would be difficult to avoid? Why?

Establish a drug information and referral hot line or help with an existing one. Explore the idea with your local health department or with leaders of drug programs. (Training in hot-line methodologies will be required.)

Present a program to promote healthy babies in your community. Obtain a copy of the book *Healthy Babies: Chance or Choice* from the National FHA-HERO office or your local March of Dimes headquarters. (This activity will provide opportunities for students to make decisions and accept responsibility.)

Information Sheet/**What You Can Do to Prevent Birth Defects**

1. Don't use the following:	**Reason:**
• Prescription drugs, unless your doctor knows you are pregnant and tells you it is all right (Examples: tranquilizers, antibiotics, antihistamines, sleeping pills)	When a mother takes any medicine, she medicates her unborn baby as well as herself; but the baby may not react to the chemicals in the same way as the mother. Some tranquilizers are known to increase a mother's risk of having a baby born with cleft palate. Antibiotics cross the placenta quickly and, if used carelessly, may damage the unborn baby. Some sulfa drugs taken late in pregnancy disturb the baby's liver function.
• Over-the-counter drugs, unless you check with your doctor first (Examples: aspirin, diet pills, nose drops, cough syrup, tranquilizers)	Most birth defects are caused in the first 12 weeks of pregnancy when a baby's body, internal organs, and brain are being formed. The wrong drug taken at this time could damage the baby's development. In early pregnancy occasional use of aspirin may not be harmful. In late pregnancy frequent use may disrupt a baby's blood-clotting mechanism or delay the start of labor.
• Marijuana or other street drugs (Examples: LSD and other psychedelic drugs, cocaine, amphetamines, PCP, heroin)	Scientists do not know the full effects of each of these drugs on the unborn. Drugs that cause physical addiction or that lead to psychological dependence do have a potential danger to the unborn baby. A pregnant heroin user can addict the baby and cause it to have withdrawal symptoms after birth. Pregnant women who are heavy drug users neglect their own health, and this increases the risks of their having a sick baby.
• Alcohol	The alcohol you drink flows quickly to your baby and may cause serious problems in the baby's development.
• Caffeine (Examples: coffee, tea, chocolate, cola drinks)	Caffeine is a biologically active substance found in coffee, tea, chocolate, and cola drinks. Some experiments using animals indicate that high doses may increase the frequency of birth defects.
• Tobacco	Mothers who smoke heavily tend to have low-birth-weight babies. Newborns who weigh 5½ pounds (2.5 kg) or less at birth are more likely to develop health problems in early infancy than those who weigh closer to 7½ pounds (3.4 kg). Maternal smoking also increases the fetal heart rate.
2. Avoid the following:	**Reason:**
• X-rays	Massive doses of X-rays can produce a miscarriage or birth defect.
• Exposure to contagious diseases and infections	The illness of a pregnant mother can affect the development of the unborn child. During the first three months of pregnancy, German measles can produce cataracts, deafness, and other defects in the fetus. Smallpox, chickenpox, measles, and mumps also can be harmful to the fetus.
• Overdoses of vitamins A and D	Vitamins A and D are stored in the body. If the amount stored gets very high, it can be harmful.
• Exposure to or use of pesticides or any cleaning, painting, or aerosol products	Potentially toxic substances need to be used carefully and according to directions to avoid unnecessary health risks to both mother and child.

Post-Test

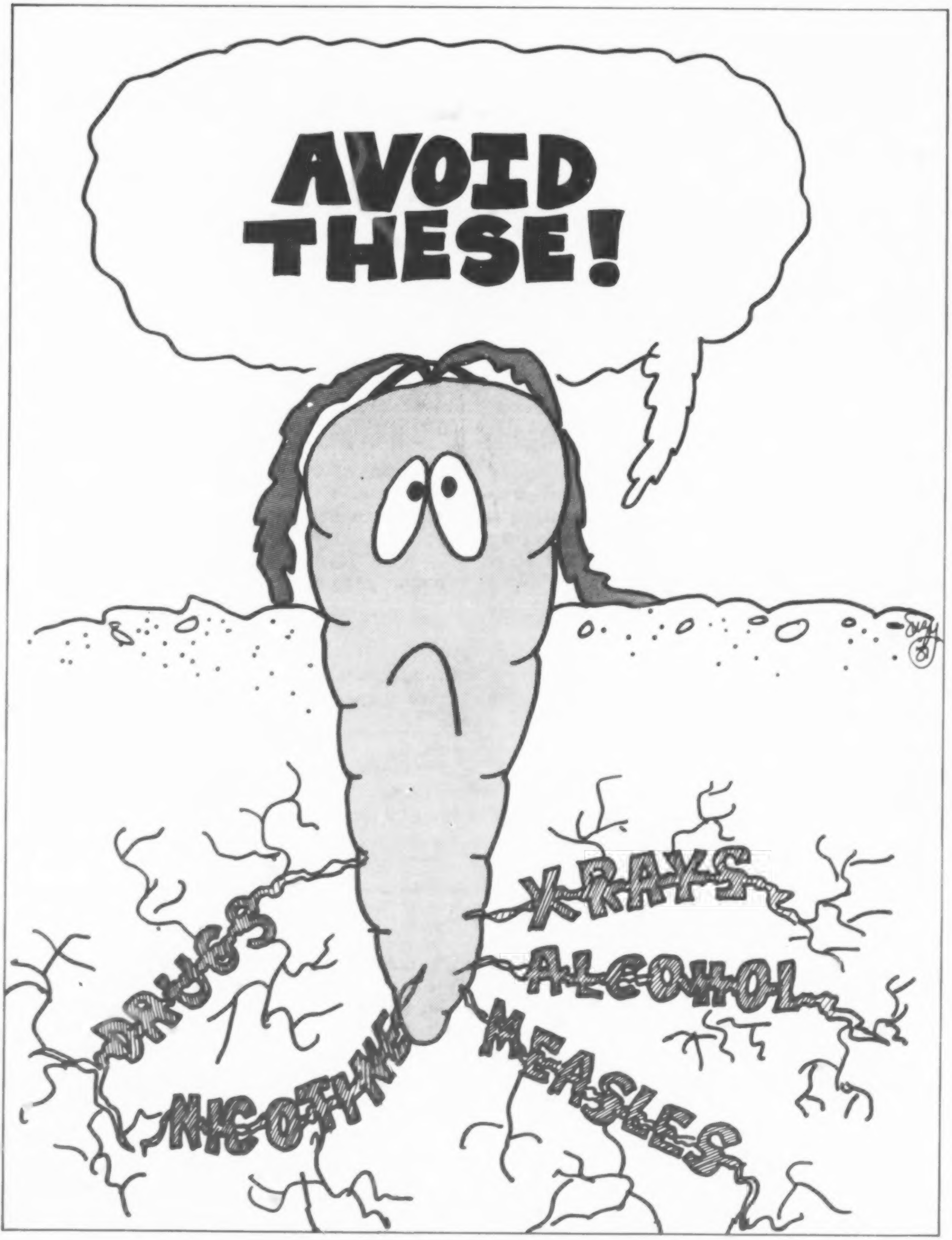
Write your answers to the following questions concerning food and environmental substances that may cause birth defects:

1. When I see a baby with a birth defect, I:

2. If I had a baby with a birth defect, I:

3. These things spell trouble for unborn babies:

Answers: (1) open; (2) open; (3) page 79.


AVOID THESE!
DRUGS
X-RAYS
ALCOHOL
NICOTINE
MEASLES
Suzy 81

3

Family Composition and Life-style

The traditional nuclear family of a working father and a mother who remains at home with two children is no longer the situation in the majority of families in the United States. Social, economic, and cultural pressures have created a variety of new family groupings. Students should be encouraged to examine these groupings in order to maximize the life-style they may choose or in which they, their families, or their friends live.

In our society the nuclear family and the extended family have been joined by other forms of the family: the single-parent family and blended family. Regardless of the form, the purpose of the family remains the same. The family in American society provides an environment for protection, affection, socialization (education), economic security, procreation, and recreation. Just as an automobile functions to move people from one place to another, the family functions to meet individual needs through the group. Whether your transportation is a station wagon or a motorcycle, its purpose is to get you from one place to another. Whether the family is a single-parent family or blended family, its purpose is to meet individual needs through a group.

Because of the changes in family patterns, articles with statistics from newspapers and other publications are an available source of updated information to accompany the activities in this chapter.

The activities in this chapter may be adapted to meet the particular needs of ethnic groups in your community. Inviting parents and extended family members to your classroom as resource people is an excellent way to meet the needs of your students and to gain rapport with all groups in your community.

Section A/Families Are Alike and Different

The activities in this section will help the student develop abilities to:

- Explain the six functions of the family.
- Determine family customs and their importance to family life-styles.
- Identify family decision-making patterns.
- Practice family decision making.

Key Generalizations

NOTE: These generalizations may be found on pages 4 through 8 of *Curriculum Design for Parenthood Education.*

1. Individual families reflect unique characteristics in addition to common traits found in other families.
2. Individuals are born into their first family units, but they may be involved in selecting or establishing their second family units.
3. New families face multiple decisions when providing physical care and an environment for their members.
4. Cross-cultural families may have problems with role expectations, conflicting values, and involvement with parenting responsibilities.
5. A study of family customs would be beneficial in understanding relationships between parents and their children.

Activities

EDA

1. Administer the pretest.
2. Introduce the following student activities:

   Activity One—Functions of the Family
   - Identify the functions of the family.

   Activity Two—Family Customs and Traditions: Their Importance
   - Determine family customs and traditions and their importance to family life-styles.

   Activity Three—My Family: Our Decision Making
   - Identify family decision-making patterns.
   - Practice family decision making.
3. Administer the post-test.

Pretest and Post-Test

Pretest

Teacher's Directions

1. Place a "Believe" sign at one end of the classroom and a "Do Not Believe" sign at the opposite end. Clear some aisle space between the two signs so that students may move freely when indicating their beliefs.
2. Read the following questions to the class, and explain that each student can stand at any point in the aisle space between the "Believe" and "Do Not Believe" signs to show his or her degree of belief.

   How many of you believe:

   a. The main purpose of a family is to raise children?
   b. Disagreements in a family are unhealthy?
   c. Family customs and rituals are important?
   d. Your family has borrowed customs, ideas, food, or tools from other cultures?
   e. Your family is patriarchal?
   f. Your family is matriarchal?
3. This pretest activity can be done individually. Use the form below for students working at their desks.

Students' Directions

Read the questions above, and respond by placing an *X* on the lines below to indicate what you believe.

Believe *Not sure* *Do not believe*

a. ____
b. ____
c. ____
d. ____
e. ____
f. ____

Post-Test

1. Answer pretest questions again at the end of this section.
2. Compare your answers at the beginning of the section with your answers at the end of the section. How have your answers changed?

EDA

Activity One/**Functions of the Family**

The student will be able to:

- Identify the functions of the family.

Introduction

The family serves many basic needs of its members. The family provides the following six functions:

Care. Providing a physical (shelter and clothing) and emotional (guidance and reassurance) environment in which family members feel safe.

Education. Making family members knowledgeable regarding the laws and customs of the community.

Financial support. Providing an economic base to meet the needs of the family members.

Love. Feeling tenderness and emotional attachment for family members.

Recreation. Participating in leisure activities together as a family (shopping, entertainment, and sports).

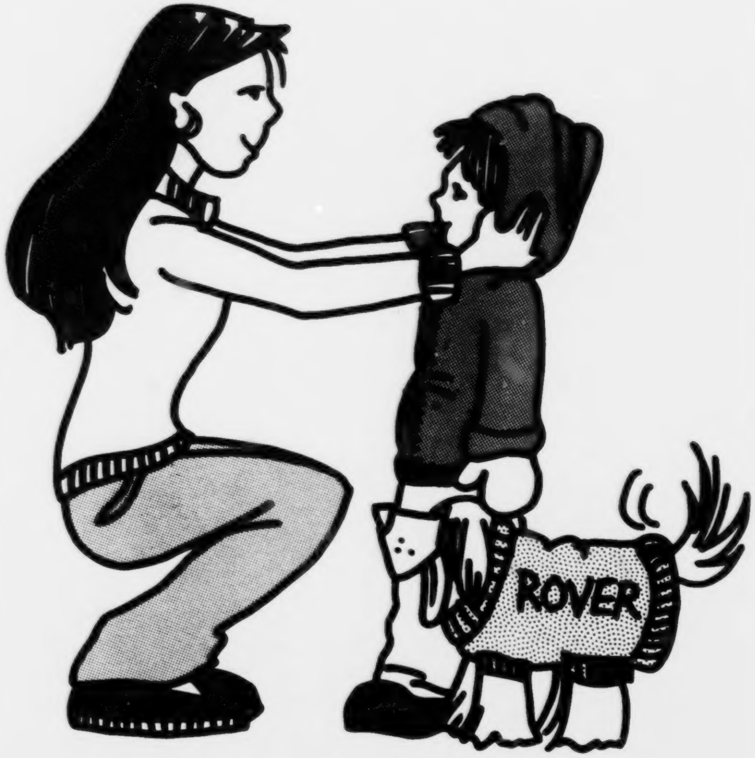
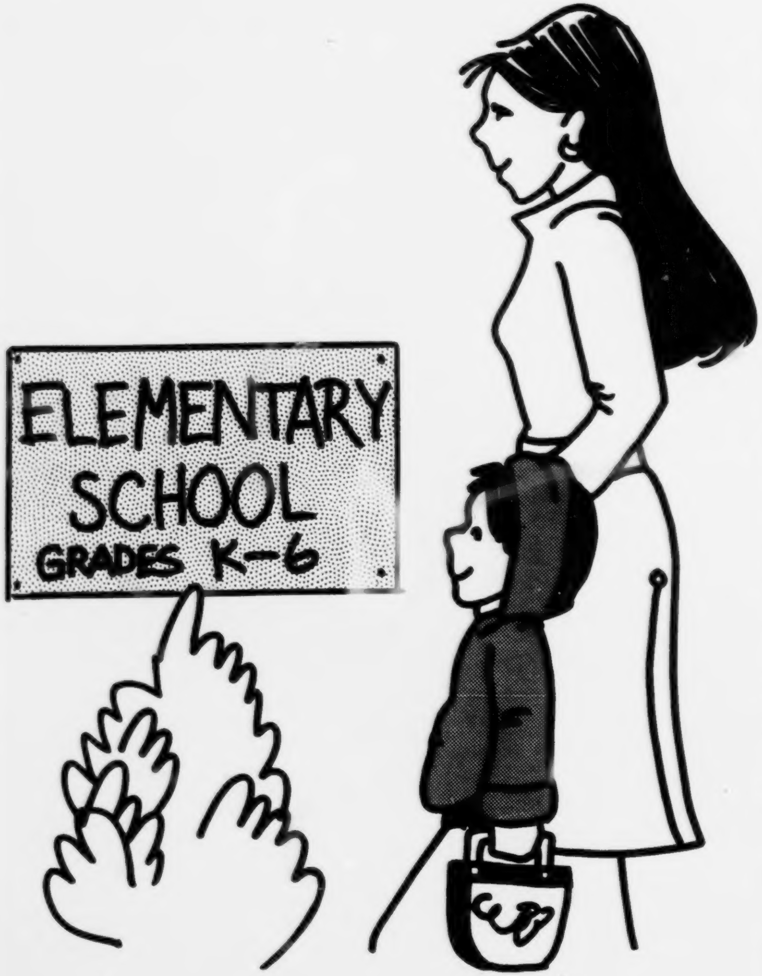
Reproduction. Producing family members through birth or adoption.

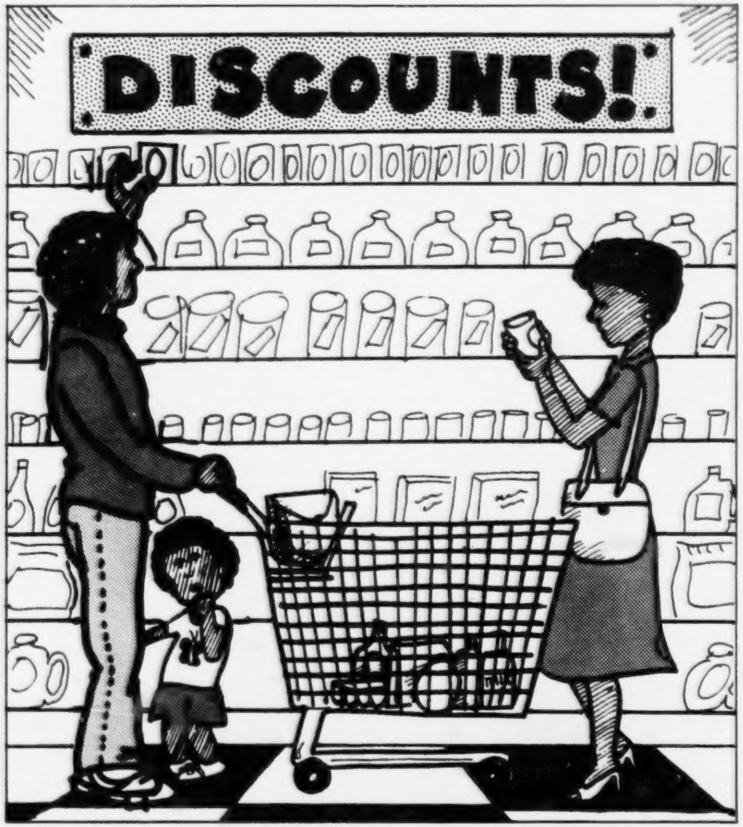
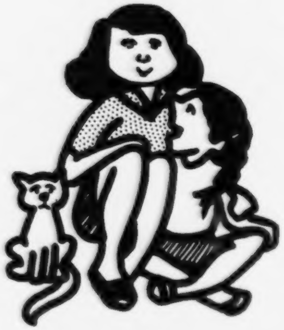
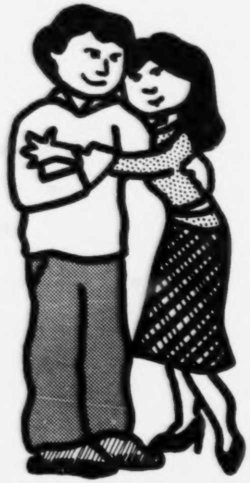
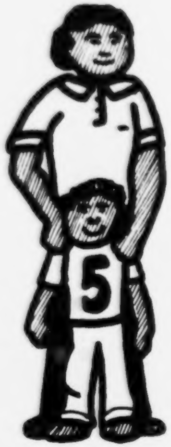
Students' Directions

1. Use the information above and the illustrations on the following pages in discussing the functions of the family.
2. Match the behavior to the function it meets. Write the function on the line in front of the behavior.

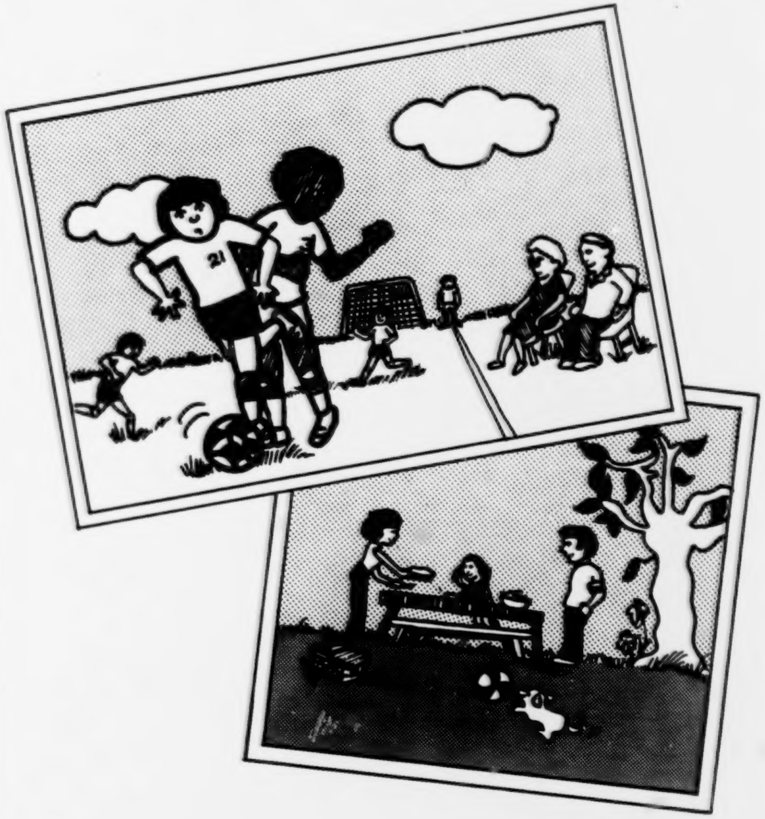
Functions	*Behaviors*	*Choose from these six functions*
____________	a. Jose earns $8 an hour to support his family.	Care
____________	b. Paul showed his little brother how to brush his teeth.	Education
____________	c. Sandy locked the doors when she left for school.	Financial support
____________	d. Andy planned the food for a family picnic.	Reproduction
____________	e. David and Jeanette's first child was a boy they named Alex.	Recreation
____________	f. Debbie patted her sister's back after she completed her competition.	Love

3. **Describe things you did as a family member within the last 24 hours. Indicate which of the six functions each activity fulfilled.**
4. **Which two of the six family functions are most important to you in your family today?**

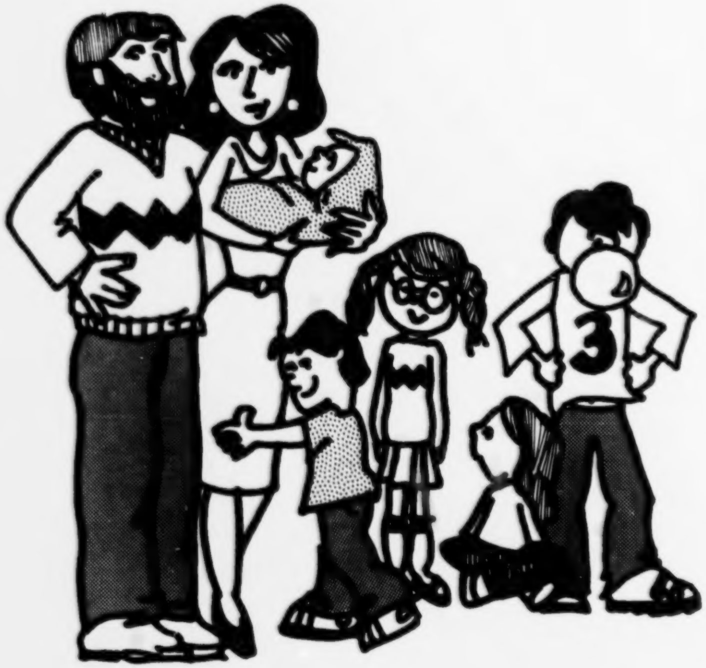
Care	Education
	 ELEMENTARY SCHOOL GRADES K-6

Financial Support	Love
	  

Recreation



Reproduction



Activity Two/**Family Customs and Traditions: Their Importance**

The student will be able to:

- Determine family customs and traditions and their importance to family life-styles.

Introduction

One way to understand the similarities and differences in families is to examine the kinds of customs valued by the families and the importance placed on these actions or beliefs.

Students' Directions

1. Rate the following customs and traditions in accordance with their importance in your family. Rate them 1, 2, or 3. (1 = very important; 2 = somewhat important; 3 = not at all important.)

Your rating	*Parent's rating*	*Customs and traditions*
________	________	a. Christmas or Hanukkah dinner together
________	________	b. Thanksgiving dinner together
________	________	c. Independence Day fireworks and picnic
________	________	d. Gifts to family members on birthdays
________	________	e. Mother's Day/Father's Day gifts or cards
________	________	f. Celebrating birthdays with member(s) of family
________	________	g. Decorating Christmas tree
________	________	h. Labor Day picnic
________	________	i. Saying grace at meals
________	________	j. Going to church or temple together
________	________	k. Bedtime ritual for small children (stories, stuffed animals, kisses, and so forth)
________	________	l. Making Easter eggs or other decorations
________	________	m. Visiting with relatives
________	________	n. Family reunions
________	________	o. A special dish or refreshment served at certain meals
________	________	p. Other cultural or religious rituals (specify: ________)
________	________	q. New Year's get-together or party as a family
________	________	r. Memorial Day visit to cemetery (or other regular day for such a visit)
________	________	s. Eating breakfast together
________	________	t. Eating dinner together
________	________	u. Watching television together
________	________	v. Family vacations
________	________	w. Family picnic
________	________	x. Family games
________	________	y. Martin Luther King Day holiday celebration
________	________	z. Cinco de Mayo

2. Take the customs and traditions list home with you. Ask a parent or other adult to rate the list of customs and traditions on a scale from 1 to 3, depending on their importance in the family when that person was a child.
3. Compare the differences in your rating and the adult rating. How many customs and traditions rated number one were the same? ____ How many were different? ____ How many customs rated number three were the same? ____ How many were different? ____

Students' Directions
(Continued)

4. Develop, with other members of the class, a list of the differences in class ratings and adult ratings concerning family customs and traditions.

Most important to class	*Most important to adults*
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________
d. ____________	d. ____________
e. ____________	e. ____________
f. ____________	f. ____________

Least important to class	*Least important to adults*
a. ____________	a. ____________
b. ____________	b. ____________
c. ____________	c. ____________
d. ____________	d. ____________
e. ____________	e. ____________
f. ____________	f. ____________

5. Compare the four sets of lists; note any changes that seem to be developing in family customs and traditions.

   a. ________________________

   b. ________________________

   c. ________________________

   d. ________________________

Select two or three cultures and divide the class into as many groups. Each group will plan, prepare, and entertain the other class members in a holiday celebration typical of that culture, including music, dancing, decorations, costumes, and food. Use one of these cultural celebrations as a theme for a chapter parent night, awards night, or installation banquet. (This activity should provide an opportunity for leadership, self-development, and assumption of responsibility.)

Activity Three/My Family: Our Decision Making[1]

The student will be able to:

- Identify family decision-making patterns.
- Practice family decision making.

Students' Directions

1. Read each situation and respond by answering the questions on the chart.
2. Circle who made the decision in this situation.
3. After completing the "Family Decision-Making Chart," how would you describe your family decision-making process?
4. Which type of family decision making do you think you will consider if you become a parent?

Have FHA-HERO chapter officers plan a panel discussion entitled "Families Are Alike and Different," involving parents and community members representing various cultures in the community. Ask the officers to develop goals for the meeting and a list of topics to be discussed. Topics might include Decision Making, Family Roles, Discipline, and Family Holidays and Celebrations. Have officers follow up the activity with letters of appreciation to all adult participants. (This activity should help students to develop leadership, extend their classroom learning, and promote unity in their families.)

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[1] This activity was developed by Nancy Szydelko and Jean Steuart, Sanger Unified School District.

Family Decision-Making Chart

Actual situation	*Decision maker*	*How would your family handle the situation?*	*If you were a parent, how would you handle the situation?*
A seven-year-old boy wants to go to the Saturday matinee and meet a friend there. Dad says to ask his mother. Mom says he is too young to go to a movie alone.	Female Male Family		
A sixteen-year-old girl wants to use the family car Friday night and go to a concert with two friends. Mom and Dad discuss the request with their daughter. They decide she can use the car if she promises no one will be drinking.	Female Male Family		
A fifteen-year-old son wants to get a part-time job and save his earnings to buy a motorcycle. Dad says no son of his is going to be riding a motorcycle.	Female Male Family		
A ten-year-old girl, while spending vacation with her grandparents, asks to have a slumber party for five friends. Her grandmother asks the grandfather, who says, "No, children that age are too noisy."	Female Male Family		

Section B/**Family Changes and Coping with Family Changes**

The activities in this section will help the student develop abilities to:

- Explore the types of family compositions functioning in the community.
- Identify reasons for changes in family composition.
- Examine feelings about stepparenting.
- Explore problems that individuals may face when forming a new family and suggest solutions.
- Practice the decision-making process of a single-parent family.

Key Generalizations

NOTE: These generalizations may be found on pages 4 through 6 of *Curriculum Design for Parenthood Education.*

1. Coparenting by a divorced couple requires flexibility and a commitment to work together for the benefit of the children.
2. Unique challenges in parenting exist in blended families in which the husband or wife or both bring children with them to the new marriage.
3. Inflation, divorce, and single parenthood have placed many mothers in the work force.
4. An irrevocable change occurs in an individual's life with the birth of a child.
5. When family membership changes, each member of the family faces personal challenges of adaptation and acceptance.
6. Raising a child alone creates additional stress for the single parent.
7. Family unit structure is continually changing under society's influence.

Activities

1. Administer the pretest.
2. Introduce the following student activities:

   Activity One—Changing-Family Membership: Definitions
   - Define the types of family compositions functioning in the community.

   EDA

   Activity Two—Reasons for Family Change
   - Identify reasons for changes in family composition.

   Activity Three—Stepparents Are . . .
   - Examine feelings about stepparenting.

   Activity Four—Changing-Family Questionnaire: Starting Another Family
   - Explore problems and solutions that individuals may confront when forming a new family.

   EDA

   Activity Five—Decision Making in the Single-Parent Family
   - Practice the decision-making process of a single-parent family.
3. Administer the pretest again. Identify any changes that the students have made.

Pretest and Post-Test[2]

Pretest

Teacher's Directions

1. Place a "Believe" sign at one end of the classroom and a "Do Not Believe" sign at the opposite end. Clear some aisle space between the two signs so that students may move freely when indicating their beliefs.
2. Read the following questions to the class. Explain that each student may stand at any point in the aisle space between the "Believe" and "Do Not Believe" signs to show his or her degree of belief.

   How many of you believe:

   a. Families are changing little today?
   b. Divorce is a way out of a couple's problems?
   c. *Your* family will be similar to that of your parents?
   d. Couples should stay married for the sake of the children?
   e. Two children would be an ideal family size?
   f. A stepparent should leave all decisions about a child's behavior to the biological parent?
   g. There are two or three types of families in the United States today?
   h. Raising children is easy?
   i. The single-parent family should be headed by a woman?

3. This pretest activity can be done individually. Use the form below for students who work independently.

Students' Directions

1. Read the questions above, and respond by placing an *X* on the lines below to indicate what you believe.

   Believe *Not sure* *Do not believe*

   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________
   f. ______________________________
   g. ______________________________
   h. ______________________________
   i. ______________________________

2. Answer the same questions again when you have completed this section.

Post-Test

1. Retake the pretest.
2. Compare your answers at the beginning of the section with your answers at the end of the section. What changes were made in your responses?

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[2] This test was developed by Nancy Szydelko and Jean Steuart, Sanger Unified School District.

Activity One/**Changing-Family Membership: Definitions**

The student will be able to:

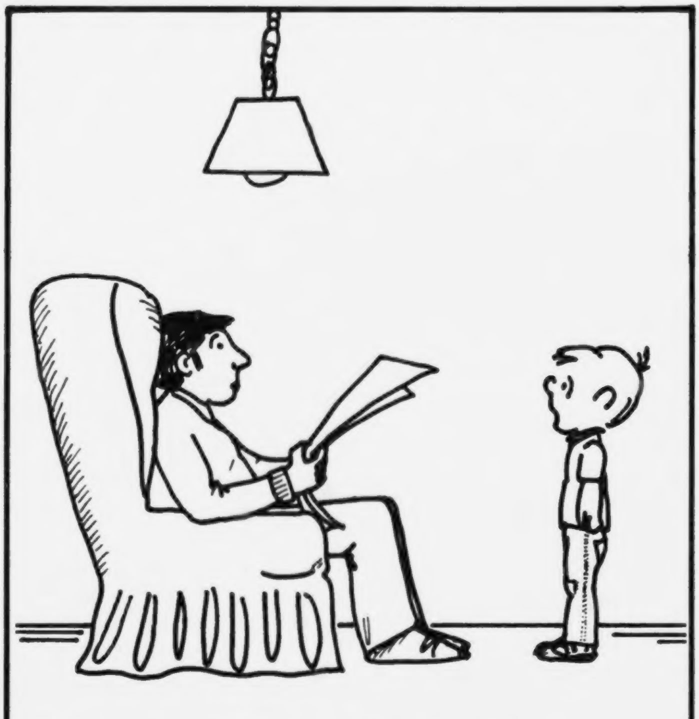
- Define the types of family compositions functioning in the community.

Introduction

Persons cannot choose the family unit into which they are born. They may, however, be involved in selecting or establishing a later family membership.

Teacher's Directions

1. Make an overlay of the illustration shown below; project it onto a screen as students enter the classroom.
2. Have the class discuss types of family compositions.
3. Have students match terms and definitions in "Family Membership Terms and Their Definitions" by placing the letter of the correct definition in front of the term.
4. After students complete "Family Membership Terms and Their Definitions," have them indicate the term that describes their family.
5. Have the students prepare either optimistic or pessimistic position papers or debate the future of the family.



"WHAT KIND OF A FAMILY ARE WE, ANYWAY? NUCLEAR, EXTENDED OR WHAT?"

Family Membership Terms and Their Definitions

Term	*Definition*
___ 1. Adoptive parents	a. Divorced parents who have equal responsibility for the parenting of their children
___ 2. Blended families	b. Two or more families that share housing and responsibilities
___ 3. Coparenting	c. A family that includes grandparents, aunts, or other family members
___ 4. Cross-cultural marriage	d. A parent who is not a biological parent
___ 5. Extended family	e. A parent who raises a child or children alone
___ 6. Foster parenting	f. A family made up of a father with children of his own and a mother with children of her own (by previous marriages) and who marry each other
___ 7. Group family	g. Parents (teenage) who attend high school
___ 8. Noncustodial parent	h. Parents who legally select a child to be a member of their family
___ 9. Nuclear family	i. A family made up of a mother, a father, and their children
___10. School-age parents	j. Parents who contract to perform the duties of a parent to the child of another
___11. Single parent	k. A marriage of two people who are of different cultures
___12. Stepparent	l. The parent who does not live with the child or children after a divorce

Answers: (1) h; (2) f; (3) a; (4) k; (5) c;(6) j; (7) b; (8) l; (9) i; (10) g; (11) e; (12) d

EDA

Activity Two/**Reasons for Family Change**[3]

The student will be able to:

- Identify reasons for change in family composition.

Introduction

Family units change because society changes and because the changes reflect the needs of family members.

Students' Directions

1. Rank the following statements in the order which you think is the most common cause of family change. Place a 1 by your first choice, a 2 by your second choice, and so on until all nine statements are ranked.
    - ____ Divorce is getting easier and cheaper.
    - ____ Parents disagree on how to discipline their children.
    - ____ Women earn their own income and can support themselves.
    - ____ One of the parents dies.
    - ____ One of the children dies.
    - ____ Parents fight about money.
    - ____ Parents do not listen or try to understand each other.
    - ____ Marriage is not a lifelong commitment any longer.
    - ____ Financial pressures cause people other than parents and children to share a dwelling.
2. Give another reason for family change in your family or in families that you know.
3. Discuss the reasons your class believes families change (use list above or discuss additional reasons).

Have your FHA-HERO chapter organize a guest speaker panel that focuses on different types of family units and life-styles. Students may select people who have experienced different family forms, such as group family members, foster parents, single parents, or blended family members. Present the panel to other classes at your school. Ask a local radio or cable station to record the panel discussion for special broadcast in your community. (This public service project should help students develop leadership.)

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[3] This activity was developed by Nancy Szydelko and Jean Steuart, Sanger Unified School District.

Activity Three/**Stepparents Are . . .**[4]

The student will be able to:

- Examine feelings about stepparenting.

Introduction

Traditionally, society has placed a negative label on stepparenting. Remember the unkind stepmother in *Cinderella?* Nonetheless, it is common today to find men and women who creatively and lovingly meet the challenge of being stepparents.

Teacher's Directions

1. Post large sheets of butcher paper on the classroom wall. Each sheet should be headed with one of the phrases listed below. Have students move to each sheet of paper and add their ideas and beliefs to the open-ended statements.
    - I think stepparents are . . .
    - If I were a stepmother, I would . . .
    - I think stepsisters or stepbrothers are . . .
    - If I were a stepsister or a stepbrother, I would . . .
    - If I were a stepfather, I would . . .
    - If I become a stepparent, I won't . . .
2. Discuss with the other members of your class the results of the above activity. Are there common responses? What unique ideas were recorded?
3. Form the class into small groups. Discuss the qualities necessary for being a good stepparent. Have each group make a list of desirable traits for stepparenting. Compare.
4. How are these traits different from those of a biological parent?

Current researchers have concluded that many of our ideas regarding stepparents are based on myths and folklore. Read *Cinderella, Snow White and the Seven Dwarfs, Hansel and Gretel,* or some other fairytale that depicts stepparenting as negative. As part of a career development activity or Competitive Recognition Event project, have students rewrite a fairytale showing the stepparent in a positive way. Read the positive fairytale to children in a preschool or elementary school. The story may be illustrated and presented in the Child Care Event of the Competitive Recognition Events.

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[4] This activity was developed by Erma Jean Crider, Sanger Unified School District.

Activity Four/**Changing-Family Questionnaire: Starting Another Family**[5]

The student will be able to:

- Explore problems and solutions that individuals may confront when forming a new family.

Introduction

When family membership changes, each member of the family faces the challenges of adaptation and acceptance.

Teacher's Directions

1. Have each student distribute the questionnaire below to known persons who have formed new families. The student may leave the questionnaire to be answered. Set a deadline for the return of the questionnaires.
2. When all of the questionnaires have been returned to class, have the more relevant and thoughtful sections read aloud. Discuss the answers to the questionnaires.
3. Have the students develop a list of ideas and suggestions which could be helpful to someone who is thinking about forming a new family.

Changing-Family Questionnaire

Do *not* put your name on this questionnaire. When you have completed the questionnaire, put it in the attached envelope, seal, and give to the student who asked you to fill it out.

Sex: Male __________ Female ______

Age bracket: 18—25 _____, 26—35 _____, 36—45 _____, over 45 ____________.

Stepparent to how many children? ________________ How long? ________________

Natural children of your own? _________ In present home? ________________________
yes—no yes—no

What information is important to know before forming a new family?

What problems have you had with your new family unit or family members?

How would you solve the above problems?

What are some joys or benefits of forming your new family?

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[5] This activity was developed by Erma Jean Crider, Nancy Szydelko, and Jean Steuart, Sanger Unified School District.

EDA Activity Five/**Decision Making in the Single-Parent Family**[6]

The student will be able to:

- Practice the decision-making process of a single-parent family.

Introduction

The single parent must find ways to meet the time and financial demands that formerly were met by two parents. Decisions and responsibilities that once were shared by both parents now must be met by one parent. The physical care of the children as well as their discipline, guidance, and emotional support are largely met by the single parent. Some decisions concerning the children's welfare—whether made by the single mother or the single father—can be difficult when faced alone.

Teacher's Directions

1. Have student individually fill out the "Single-Parent Decision-Making Chart" on the following page.
2. Form students into groups. These are to be considered "family groups." Have one member of the group play the role of the single parent and other members of the group play the roles of the children. As a family, fill out the "Single-Parent Decision-Making Chart." Make decisions that are the best solutions for the family members.
3. Compare the results on the chart when filled out by the individual (i.e., single parent acting alone) and by the family group. Discuss how the decision-making process differs. Discuss how the actual decisions differ.

Have the chapter members invite a speaker from Parents Without Partners to tell how he or she has learned to cope with being a single parent. After the presentation have the students construct a display showing how a single person can cope with divorce or widowhood. Show this display in the community, at the fair, or for Competitive Recognition Events. (This activity should help students develop leadership.)

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[6] This activity was developed by Nancy Szydelko and Jean Steuart, Sanger Unified School District.

Single-Parent Decision-Making Chart

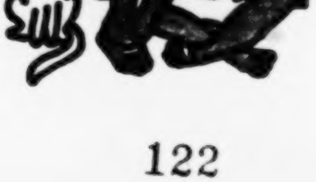
Single-parent situation	*What is the single-parent problem?*	*What choices do I have as a single parent?*	*Group decision: Our family will . . .*
The single parent of five children discovers that the middle child, thirteen years of age, has stolen cosmetics from the local drug store.			
The single parent works during the day. An eight-year-old son is being teased on the way home from school. He has come home with a torn shirt or bloody nose three times in the last two weeks.			
The single parent must be out of town on business on the Fourth of July weekend. The sixteen-year-old son wants his boyfriend (who recently moved 100 miles away) to drive to see him and spend the holiday at his home.			
The single parent of two teenage girls is called by the high school. The younger daughter, fifteen years old, was caught with beer at school for the second time.			
The single parent of two children (aged two and four years old) has started to date someone. Both children dislike the person and cry when the parent leaves with the new friend.			

4

The Family as a Unit

Why is a family relationship important to the individual? What are the dynamics of family participation? How does understanding family roles enrich an individual's development? This chapter includes the analysis of the interaction of family members with an introduction of topics such as the development of values, standards, and attitudes; bonding of members; family disagreement resolution; roles in the family network; recognition of parents' rights and children's rights; and birth order position in the family.

The family, which is society's most basic unit, will continue to exist because it meets vital human needs.



Section A/Family Roles and Structure

The activities in this section will help the student develop abilities to:

- Consider family needs at different stages of the life cycle.
- Identify the qualities of a good parent.
- Consider the differences between parenting roles of mothers and fathers.
- Understand that family responsibilities can be shared by all family members.
- Become aware of the choices men and women have today.
- Evaluate the special needs of each birth order position.
- List the advantages and disadvantages of being an only child, the eldest child, the middle child, or the youngest child in a family.

Key Generalizations

NOTE: These generalizations may be found on pages 6 through 8 of *Curriculum Design for Parenthood Education.*

1. The family is society's most basic unit.
2. The family will continue to exist because it meets vital human needs.
3. Families go through a predictable sequence of development.
4. When young people have a clearer picture of their own family system, they are in a better position to make informed choices about the kind of family they hope to create.
5. A child observes and models the behavior of parenting individuals.
6. Time limitations can cause conflict between the demands made by one's employment and the responsibility of raising a family.
7. Parental responsibility for physical care and maintenance changes as the child grows toward independence.
8. The number, placement, and age of family members affect the unit's ability to provide for individual needs.
9. The addition of each new family member has impact on the family group.
10. The number of members in a family unit and the birth order of the individual affect the development of each member.
11. The traditional male role of provider and protector has been changed by the female working outside the home.
12. Some males are not comfortable assuming or sharing the role of managing a household.
13. The ambiguity of roles requires redefining what the father's and the mother's roles should be.

Activities

EDA

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

   Activity One—Stages of the Family Life Cycle
   - Identify stages in the family life cycle.
   - Consider family needs at different stages in the family life cycle.

   Activity Two—Qualities of a Good Parent
   - Identify the qualities of a good parent.

   Activity Three—Parents' Roles: Positive and Negative
   - Identify positive and negative parenting roles.

   Activity Four—Sex Roles: Men and Women as People
   - Understanding that family responsibilities can be shared by all members of the family unit.
   - Analyze the needs and demands of maintaining a family.

   Activity Five—Choices Today: Role-Playing Situations
   - Assess the choices available to men and women today.
   - Examine the need for sensitivity from parents and friends if children are to develop their potential.

   Activity Six—My Birth Order Personality Traits
   - Identify the characteristics of the personal birth order position.
   - Express the advantages and disadvantages of each birth order position.

   Activity Seven—Birth Order Interview
   - Relate the birth order traits to known relatives and/or friends.

   Activity Eight—Only Child for a Week: A Journal
   - Identify the advantages and disadvantages of being an only child
   - List ways to meet the needs of an only child.

   Activity Nine—Special Needs of Children in Each Birth Order Position
   - Evaluate the needs of each birth order position.

3. Administer the post-test.

Pretest and Post-Test

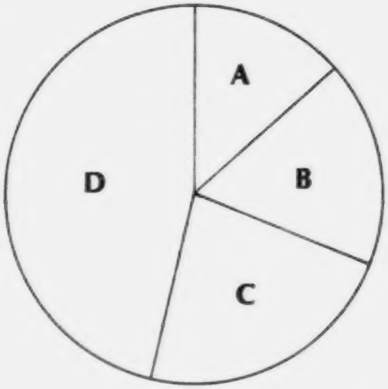
1. List in correct order the four stages of the family life cycle, using the chart below.
2. Fill in four needs or expenses for each stage.

A

1. ________________
2. ________________
3. ________________
4. ________________

B

1. ________________
2. ________________
3. ________________
4. ________________



C

1. ________________
2. ________________
3. ________________
4. ________________

D

1. ________________
2. ________________
3. ________________
4. ________________

3. List three positive roles of parents:

a. ____

b. ____

c. ____

4. Explain how your future parenting role will be different from and similar to your own parents' roles.

a. Different:

b. Similar:

5. Explain why household responsibilities should not be labeled as masculine or feminine.

Pretest and Post-Test (Continued)

6. Give one example of sex stereotyping found in the media (newspapers, magazines, radio, television, or books).

7. List two examples of how sex stereotyping might limit a child's potential:

   a. ____________________

   b. ____________________

8. List two ways you can avoid sex stereotyping with children:

   a. ____________________

   b. ____________________

9. Answer the following questions about birth order by circling a *T* if an item is true and an *F* if an item is false.

   T F a. If children in a family have the same parents, the children will be alike.

   T F b. An only child is lonely.

   T F c. The youngest child is usually a leader.

   T F d. The middle child is oftentimes a good negotiator.

   T F e. Later-born children tend to be more friendly and less demanding than firstborn.

   T F f. The youngest child is likely to learn to walk, talk, and read earlier than his or her older siblings.

   T F g. The oldest child tends to be an underachiever.

   T F h. Firstborn children are more likely to be better students than later-born children.

   T F i. Children born second have a tendency to be nonconformists. (They do not do what society expects of them.)

   T F j. No birth order position is necessarily better than another.

EDA Activity One/**Stages of the Family Life Cycle**

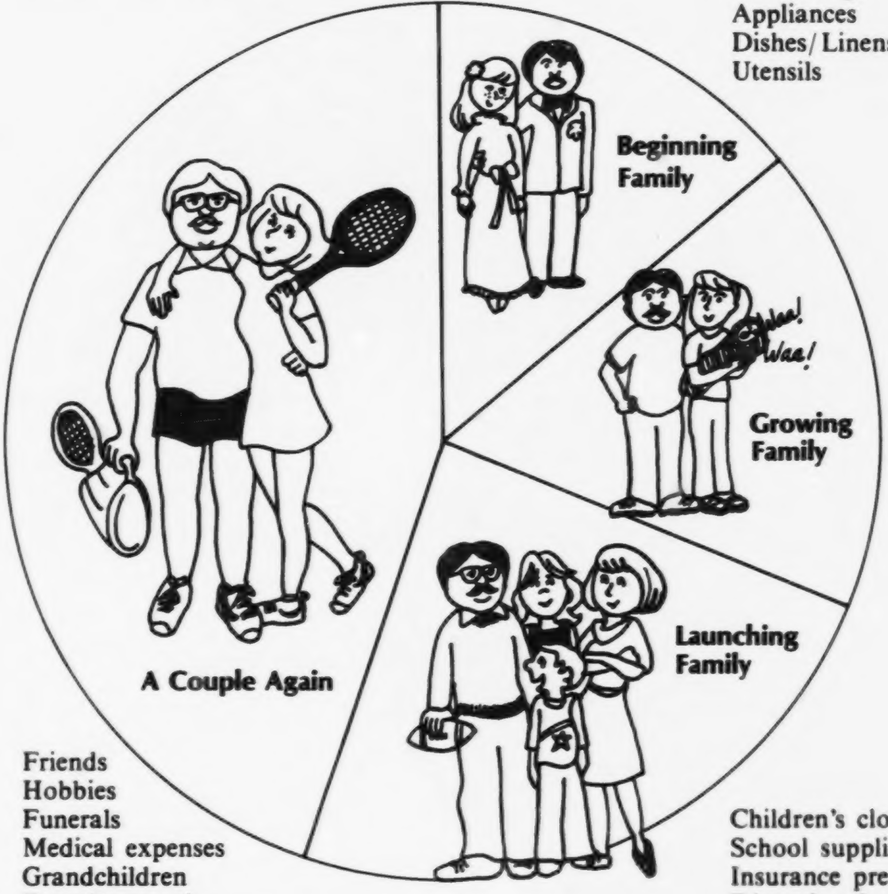
The student will be able to:

- Identify stages in the family life cycle.
- Consider family needs at different stages in the family life cycle.

Students' Directions	1. Study the "Family Life Cycle" chart shown below; read the article, "Four Stages of the Family Life Cycle," in this activity.

Family Life Cycle

Shelter
Furnishings
Appliances
Dishes/Linens/Towels
Utensils



Baby bed
Medical expenses
Maternity clothes
Play equipment
Furniture

Friends
Hobbies
Funerals
Medical expenses
Grandchildren
Travel/recreation
Insurance premiums
Care of parents
Replace household items

Children's clothing
School supplies
Insurance premiums
Educational expenses
Clothing
Transportation
Wedding expenses

Students' Directions
(Continued)

Four Stages of the Family Life Cycle

The first family stage is the *beginning family*. This is the time from marriage to the birth of the first child. During this time the couple learns to adjust to marriage and to each other. The young couple may face conflicting loyalties between parents and spouse, or the husband or wife may feel guilty about spending little or no time with his or her parents.

The second family stage is the *growing family*. This is the period from the birth of the first child to the time when the last child starts school. This is a very busy time for parents; the addition of a baby and/or small children means more time is required for child-care, cooking, and laundry. Childhood illnesses and accidents are at a peak in these years. Income is often scarce, and saving money is difficult. Parents may want to take part in PTA, scouting, and church work and to continue personal interests of their own. Often the husband and wife find it difficult to have much time for each other. It is important at this stage that they do not neglect their own relationship.

The third family stage is the *launching family*. This period includes the time when the youngest child enters school until all of the children have moved out of the home. During these years the children are growing up and are old enough to share activities and discussions with the parents. As the children approach the teen years, the family faces new kinds of situations: dating, driving, and curfew and decisions about future education and jobs. The parents must be both understanding and firm.

The fourth family stage is the *couple again*. The children are gone from the home, and the husband and wife must adjust to this change. Their children's needs and wishes are not their primary focus. They can develop their own hobbies, interests, and social life. Their expenses are less since there are just two to support. The couple must look ahead and plan for their retirement.

Exceptions and/or Additions to the Family Life Cycle

Some families do not have children; so they do not follow this four-stage pattern. Some people may marry someone who has children from a previous marriage and thus skip the beginning stage. Some families may be in more than one stage at a time. For example, if the family is large, it might be in both the growing and launching stages at the same time. The couple again stage may be changed by launched children moving back home. Some couples assume the care of grandchildren while their children return to school or work. Some couples move into the home of their grown children for health, financial, or companionship reasons. Although these four stages do not fit every family, they do fit many. For this reason, the "Four Stages of the Family Life Cycle Chart" is a useful way to look at typical family choices and decisions.

Students' Directions
(Continued)

2. After studying the chart and reading the preceding article, complete the following interview form with a member of a family from one stage of the life cycle or with a member of a family who can discuss a completed stage.

Life Cycle Interview

a. Identify the family member by position (child, parent, grandparent, and so forth).
b. Which of the four life cycles do you want to discuss?
c. What problems have you experienced during this cycle?
d. What does your family do together for fun?
e. What do you do with most of your time?
f. What do you spend most of your family income on?
g. What does your family do for you?
h. What do you contribute to your family?

(Other questions may be included after the teacher has approved them.)

3. After conducting the interview, fill in the "Life Cycle Grid" in this activity with the interview information. (The individual grids may be placed on a large piece of butcher paper on the wall for the class to read.)

4. Through the comparison of interview information obtained by class members, determine the similarities and differences within each stage.

5. In view of the change families are going through today, discuss the accuracy of the "Life Cycle Grid." Would you change it? Why? How?

6. Describe an imaginary family. Include in your description the names and ages of the family members, the life cycle stage of the family, the income and major expenses of the family, the type of housing they live in, and typical activities the family would do together. Share this information with the class.

As a social activity to promote greater understanding between youth and adults, develop a skit focusing on the needs of the family at each stage of the life cycle. Present the skit at an open house or at a chapter banquet.

As part of a community involvement project, have each student prepare a collage of the family cycle of his or her adopted grandparent. Draw or obtain a picture of the grandparent and surround it with magazine pictures, words, or materials that represent the family history. The collages are a method of helping students talk to the elderly and relate to their experiences while reinforcing the concepts of family developmental stages. Collages can be presented at chapter or regional meetings as visuals for the chapter community involvement project.

Life Cycle Grid

	Joys	*Sadness*	*Parents' responsibility*	*Child's responsibility*
Beginning stage				
Growing stage				
Launching stage				
A couple again				

Activity Two/**Qualities of a Good Parent**

The student will be able to:

- Identify the qualities of a good parent.

Students' Directions

1. Read the list entitled "Qualities of a Good Parent."
2. Put a check next to the five most important qualities of a parent.
3. Put a question mark next to any word you do not understand. (Ask your teacher the word's meaning or use a dictionary.)
4. Put an *M* next to words that describe a mother.
5. Put an *F* next to words that describe a father.

Qualities of a Good Parent

____ Affectionate
____ Warm
____ Independent
____ Dominant
____ Ambitious
____ Self-reliant
____ Nurturing
____ Loyal
____ Tender
____ Competitive
____ Objective
____ Assertive
____ Gentle
____ Sensitive
____ Compassionate
____ Sympathetic
____ Athletic
____ Forceful
____ Adventurous
____ Understanding

6. After marking the list, answer the following questions:
   a. Were your five important qualities more mother's roles or father's roles?
   b. (Switch the mother and father labels on the words you marked.) How do you feel about this new parent? What do you like? What do you not like?
   c. Which of these parental qualities do you have right now?

Activity Three/**Parents' Roles: Positive and Negative**[1]

The student will be able to:

- Identify positive and negative parenting roles.

Introduction

Parents have different qualities and have different roles in a family. Understanding the expectations and responsibilities of parenthood can create a greater understanding of parenting roles.

Teacher's Directions

1. For total class participation, draw a father figure and a mother figure on butcher paper. Have the students write in each figure such statements as "A father is . . ."; "A mother is . . ."; "A mother provides . . ."; "A father provides . . ."; "A mother is not . . ."; "A father is not . . . ."

   This activity can be done by students individually with the illustration provided on the following page.
2. Have the students circle the positive statements and place an *X* before the negative statements.
3. Discuss the students' written statements in class.
   a. Compare the similarities and differences of the students' statements on the figures.
   b. Identify the statements as portraying either traditional roles or democratic roles by placing a *T* for traditional and a *D* for democratic beside the statement.
   c. Give an example of how the positive and negative statements affect child rearing.
4. Place the statement-filled figures on the bulletin board or classroom wall.
5. Develop a panel of fathers, fathers-to-be, grandfathers, and nonfathers to discuss in class the expectations and responsibilities of fatherhood. Summarize the points brought up in the discussion. Develop a panel to discuss the expectations and responsibilities of motherhood. Include mothers, mothers-to-be, grandmothers, and nonmothers.
6. Have three students visit their fathers or mothers at work. The students will report on the daily schedule, responsibilities, and work situations. Consider the company's policies where either parent works that encourage or discourage family interaction.

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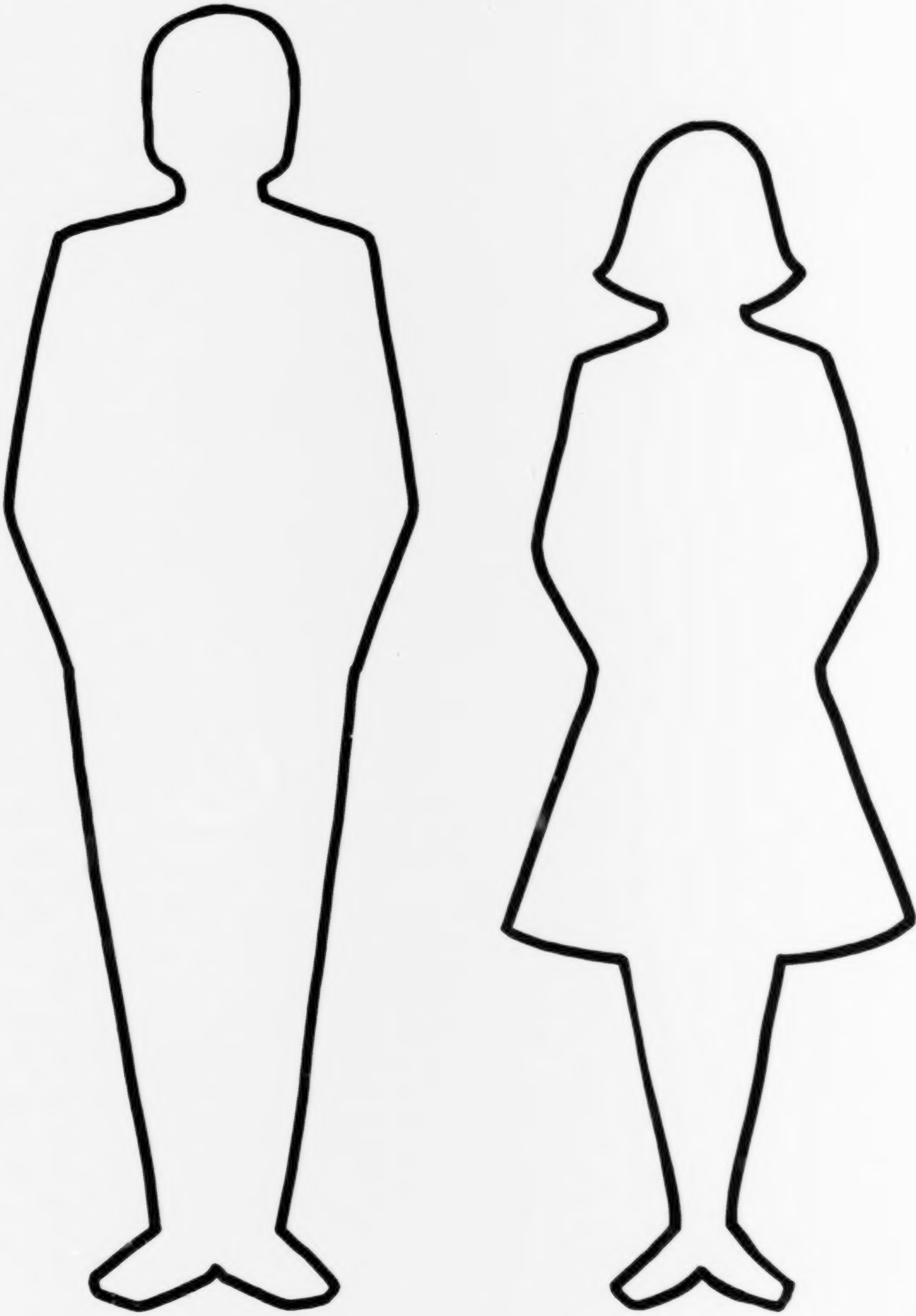
[1] This activity was adapted from a module by Noreen Bradbury, Trinity Union High School District, Weaverville.



Activity Four/**Sex Roles: Men and Women as People**

The student will be able to:

- Understand that family responsibilities can be shared by all members of the family unit.
- Analyze the needs and demands of maintaining a family.

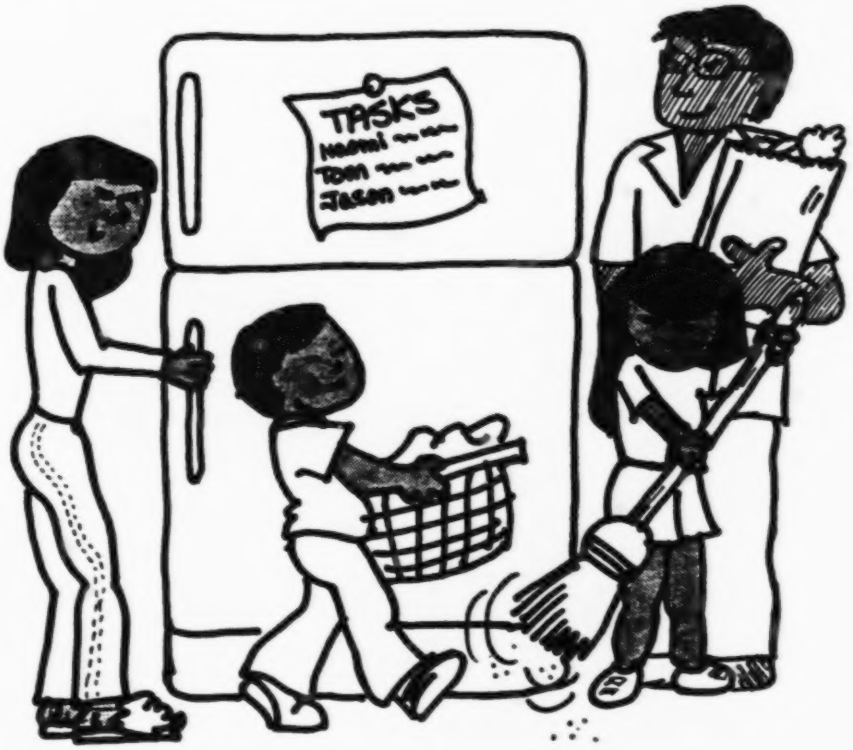
Teacher's Directions

1. Have the students take home the "Male and Female Roles" chart in this activity and interview their parents. Have them fill in columns according to who did or does each of the tasks in the family.

   Use this code:

   R = Performs task regularly
   C = Capable of doing this task but does not do it regularly
   NC = Not capable of doing task

2. When all of the charts have been completed and returned to class, have the class discuss:
   a. Are the roles stereotyped in the students' families? If yes, to what extent?
   b. How should family tasks be assigned to family members?



Male and Female Roles

	Father	*Mother*	*Brothers*	*Sisters*
Change diapers.				
Change crib sheets.				
Give a bath to infant.				
Bottle feed infant.				
Hold the baby.				
Prepare baby formula.				
Discipline the children.				
Cook.				
Sew or mend clothing.				
Mow the lawn.				
Wash the car.				
Take out the garbage.				
Keep records of bills and pay bills.				
Make the beds.				
Do the laundry.				
Fix the car.				
Make household repairs.				
Iron clothing.				
Buy groceries.				
Do the dishes.				
Plan entertainment.				
Provide family income.				
Have own career.				
Show and initiate affection.				
Plan menus.				

Activity Five/**Choices Today: Role-Playing Situations**

The student will be able to:

- Assess the choices available to men and women today.
- Examine the need for sensitivity from parents and friends if children are to develop their potential.

Teacher's Directions

1. Divide the class into groups, with four students in each group. These are family groups, with the students playing the roles of father, mother, daughter, and son. The groups will read the following scenarios and role-play solutions, being careful to avoid decisions that are too simple. Each member of the family group should participate in the solution, thinking how and what is being felt by the characters.

   Each group will act out each scenario. Discuss the solutions as a class.

   a. A fifteen-year-old boy tells his father that he does not want to play football any longer. He is very good at the sport, but he is not enjoying it. He wants to try jazz dancing or ballet.

   b. A seventeen-year-old girl enjoys fixing things and working with her hands. She excelled in the shop classes she took in high school. She asks her parents for advice about what she should do for an occupation.

   c. The father wants his eighteen-year-old son to join him in the family's construction business. The son enjoys writing plays and short stories; he seeks solitude and time to himself. He would like a literary career.

   d. The parents always wanted a dainty, traditional daughter. Instead, their sixteen-year-old girl likes backpacking, riding a trailbike, and going to political events. She does not enjoy shopping for fashionable clothes or making herself up. The parents are discussing their daughter by themselves.

   e. A twelve-year-old boy announces at the dinner table that he wants to take clothing construction in school.

   f. A six-year-old boy is playing with his sister's dolls while she, a five-year-old, is playing with his army toys. The parents observe them and talk together in another room.

2. Have the class share how the members of the different family groups agreed or disagreed on solutions. Brainstorm other alternatives or share real home situations that can be added to the list of scenarios.

Activity Six/**My Birth Order Personality Traits**[2]

The student will be able to:

- Identify the characteristics of the personal birth order position.
- Express the advantages and disadvantages of each birth order position.

Teacher's Directions

1. Have the students form into four groups, based on their personal birth order position (as indicated below):
    - Only child
    - Firstborn
    - Middle child
    - Youngest child
2. Have each group discuss the advantages and disadvantages of each member's birth order position.
3. Write the advantages and disadvantages on a large sheet of butcher paper for class discussion.
4. Have the students compare their group's birth order list with the work sheet "Birth Order Factors and Personality Traits," which appears in this activity.

Extend the classroom learnings and provide a leadership activity by having the students interview members of the school faculty, student body officers, or some other leadership group on campus to learn each member's birth order and its advantages and disadvantages. Sponsor a schoolwide contest to guess the birth order of each member of the group. Develop an informational display on birth order factors to educate the student body and promote the contest.

Activity Seven/**Birth Order Interview**

The student will be able to:

- Relate birth order traits to known relatives and/or friends.

Students' Directions

1. Select five adults who are relatives and/or friends and guess each person's birth order. Interview them, using the "Birth Order Interview" form in this activity.
2. After the interviews have been completed, determine which people fit the characteristics described on the "Birth Order Factors and Personality Traits" sheet. Explain your answers.

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[2] This activity was adapted from a unit written by Carol Haworth, Central Union High School District, El Centro.

Birth Order Factors and Personality Traits

The following is a summary of birth order characteristics that were described in *Parents Magazine*:[3]

- **Only Children**

  They seem to have a lot of self-confidence because of the absence of competition.

  They are dominant and verbal and strive for perfection. They are not jealous, because their position in the family has never been threatened.

  They are eager to please the authority figure.

  They are overachievers.

  The have a close relationship with their parents, even into adulthood.

- **First Children**

  They are disciplined more strictly and develop strict consciences.

  They are likely to be rigid and intolerant of others who do not meet their standards.

  They are overachievers, especially in intellectual pursuits.

  They go to school longer than children born later.

  They may be more jealous and express more anger than middle and youngest children.

  They are tense and driven.

- **Middle Children**

  They are diplomatic and good negotiators.

  They are more friendly and able to maintain better relationships in life than the firstborn.

  They have an easier time with their parents, because the parents are more relaxed and less demanding.

  They look for assistance from others.

  They discover that competition can be fierce when the older child is of the same sex.

  They may choose paths that are very different from that of the firstborn.

  They have a need not to conform, as a contrast to a conservative older brother or sister. The center birth position seems to affect girls more strongly than boys. The most difficult position seems to be the middle of three girls. The easiest middle position is that of the middle child of the opposite sex.

- **Youngest Children**

  They are charming, good companions, playful, and lighthearted.

  They expect others to take care of them.

  They do not have other children coming along to displace them.

  They have so many teachers and role models that they are likely to learn to walk, talk, and read earlier than their older brothers and sisters.

  They may be driven by the need to keep up with older sisters or brothers.

  They may lose self-confidence if older siblings present too much of a challenge.

  They may avoid real tests of their abilities and try to wriggle out of difficult situations.

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[3] This material was adapted from Loretta M. Bierer, "The Meaning of Birth Order" (*Parents Magazine*, Vol. 55, No. 3 [March, 1980], 52—55). Reprinted by permission. See also Lucille K. Forer and Henry Still, *The Birth Order Factor: How Your Personality Is Influenced by Your Place in the Family* (New York: David McKay Company, Inc., 1976).

Birth Order Interview[4]

	1		2		3		4		5	
Names of interviewees										
How many children are in your family?										
What was your birth order?										
How would you rate yourself in these areas?	*Not very*	*Very*	*Not very*	*Very*	*Not very*	*Very*	*Not very*	*Very*	*Not very*	*Very*
A. I am competitive.										
B. I am a leader.										
C. I am an achiever.										
D. I have a strong conscience.										
E. I am open-minded.										
F. I am jealous.										
G. I become angry easily.										
H. I am friendly.										
I. I am easygoing.										
J. I believe in conformity.										
K. I accept help from others.										
L. I am self-motivated.										
M. I am confident.										

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[4] This chart was developed by Pat Peck, Folsom-Cordova Unified School District, Folsom.

Activity Eight/**Only Child for a Week: A Journal**

The student will be able to:

- Identify advantages and disadvantages of being an only child.
- List ways to meet the needs of an only child.

Students' Directions

1. Keep a journal for one week on how your life would be different if you were an only child. For example, note the times and kinds of activities you do by yourself or with others. How would these differ if you were an only child? If you are an only child, keep a journal on how your life would be different if you had brothers or sisters.
2. Answer the following questions, based on your journal:
   - What are some of the advantages of being an only child?
   - What are some of the disadvantages?
   - What can parents do to overcome any of these disadvantages?

As a community outreach project, have each student seek out and become friends with an only child. Share the person's feelings about being an only child with the class. Discuss how a close friend or organization can help overcome some disadvantages an only child might have. Invite the person to join the FHA-HERO chapter.

Activity Nine/**Special Needs of Children in Each Birth Order Position**[5]

The student will be able to:

- Evaluate the needs of children in each birth order position.

Students' Directions

1. Complete the work sheet "Special Needs of Each Birth Order Position."
2. List your findings in the column "Special Needs."
3. List things parents might do under "How Parents Can Meet These Needs."

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[5] This activity was adapted from a module written by Carol Haworth, Central Union High School District, El Centro.

Special Needs of Each Birth Order Position

Birth order	*Special needs (emotional, social, achievement, and so forth)*	*How parents can meet these needs*
The eldest child		
The middle child		
The youngest child		
The only child		

Section B/**Family Interaction**

The activities in this section will help the student develop abilities to:

- Identify passive, aggressive, and assertive behavior.
- Compare assertive behavior with personal ways of behaving.
- Practice communicating feelings to another person.
- Recognize that parents and teens have feelings and needs.
- Examine feelings a child might have about the birth of a sibling.
- Examine ways to decrease sibling rivalry.

Key Generalizations

NOTE: Additional generalizations may be found on pages 6 through 8 of *Curriculum Design for Parenthood Education.*

1. Membership in the family unit can provide experience in self-discipline and problem solving.
2. Most parents have problems communicating with their children, especially on sensitive topics.
3. When important problems are not resolved, they can have a great impact on the success of the relationship.
4. Mutual agreement is not always possible, but open, honest discussion leads to a more comprehensive assessment of the situation.
5. Conflict is normal in any close relationship.
6. One of the tasks of a beginning family is to develop successful techniques for resolving conflicts.
7. Our society has become so structured that persons in different age groups are given limited opportunity to interact with each other.
8. The primary developmental task of the parent of the adolescent is learning to let the child become independent and self-sufficient.
9. Children should be encouraged to operate independently and become self-sufficient.
10. Exercising restraint when given advice can strengthen relationships.
11. Both the parent's and child's self-concepts are affected by the quality of the family relationships.

Activities

EDA

1. Administer the pretest.
2. The following student activities appear in this section:

   Activity One—Assertive Behavior
   - Identify passive, aggressive, and assertive behavior.
   - Compare assertive behavior with personal ways of behaving.

   Activity Two—Recognizing Parents and Teenagers as People
   - Recognize that parents and teenagers have feelings and needs.

Activities (Continued)	Activity Three—Exchange of Information and Feelings by Parents and Teenagers • Become more aware of parents' and teens' values and opinions within the family. • Communicate ideas and issues not usually discussed in the family. • Develop a time plan to continue the exchange of ideas and issues not usually discussed in the family. Activity Four—Sibling Rivalry • Examine the feelings a child might have about the birth of a sibling. • Examine ways to decrease sibling rivalry. • List at least two ways for decreasing sibling rivalry in a family. 3. Administer the post-test.

Pretest and Post-Test

1. Give an example of an "I" statement that you would make to your friend if he or she forgot to meet you after school, as the two of you had planned.

2. What can you do to improve communication with your family?

3. Circle the correct letter. Assertive behavior is:
   a. Getting what you want when you want it
   b. Exercising your rights without hurting anyone else
   c. Manipulating people to get them to do what you want

4. Answer the following True/False questions by circling a *T* if the item is true and *F* if the item is false:
   T F a. Assertive people have more control over the choices in their lives.
   T F b. Feeling anger or resentment is often a result of being a passive person.

5. List three things you must do to be assertive:
   a. ______________________________
   b. ______________________________
   c. ______________________________

6. When a person holds back his or her feelings or just hints at what is wanted, he or she is a ______________ person.

7. When a person is usually demanding, even at the expense of others, he or she is an ______________ person.

Pretest and Post-Test (Continued)

8. Answer the following True/False questions about sibling rivalry:
   - T F a. Comparing children with one another is a good way to help them learn wrong from right.
   - T F b. If handled properly, sibling rivalry can be minimized.
   - T F c. It is best to tell a preschooler about an expected baby as soon as possible.
   - T F d. You should not let an older child say mean things about the new baby.
   - T F e. When a parent brings home a new baby, the older child should be given special love and attention.
   - T F f. If an older child wants a bottle like the one the baby has, you should let him or her have one.
   - T F g. You should always stop children from fighting.
   - T F h. A parent should try to spend some time alone with each child each day.
   - T F i. An older child should be made to share his or her toys with younger siblings.
   - T F j. Every child has moments of wishing that all of the other kids in the family would disappear and that he or she could have the mother and father all to himself or herself.

Answers: (1) I get upset when I am forgotten; (2) Try to understand the point of view of others; (3) b; (4)(a) T; (4)(b) T; (5)(a) Ask for what is wanted; (5)(b) Say no without feeling guilty; (5)(c) Express feelings without discomfort; (6) nonassertive; (7) aggressive; (8)(a) F; (8)(b) F; (8)(c) F; (8)(d) F; (8)(e) T; (8)(f) T; (8)(g) F; (8)(h) T; (8)(i) F; (8)(j) T.

EDA

Activity One/**Assertive Behavior**

The student will be able to:

- Identify passive, aggressive, and assertive behaviors.
- Compare assertive behavior with personal ways of behaving.

Introduction

Assertive behavior is acting in a way that meets your needs, without stepping on the toes of those around you. Specific ways to be assertive are to:

- Ask for what you want.
- Learn to say no without feeling guilty or apologetic.
- Express your feelings comfortably.

Less effective than assertive behavior are passive and aggressive behaviors. The passive person does not express needs or feelings and frequently only hints at what is wanted. Then, when the need is not met, the passive person may become angry or resentful. On the other hand, the aggressive person is often pushy and demanding, trying to get his or her own way, even at the expense of others. Sometimes an individual acts passively in one situation and aggressively in another. Neither passive nor aggressive behavior leads to effective communication and interaction. People communicate much more effectively when they ask for what they want, say "no" without feeling guilty, and express their feelings comfortably.

Teacher's Directions

1. Have the students complete "Practice Your Responses" in this activity. Many different responses are acceptable for each of the three categories. Discuss the results.
2. Have each group prepare situations to be presented to another group. The second group will then make assertive responses either on paper or to the class. As a class, discuss the responses.
3. Have each student use an assertive response sometime during the day, reporting back to the class what he or she said. Have the class discuss the responses and make suggestions.

As a leadership development activity, sponsor a leadership workshop for all chapter officers in your school. Teach other students the techniques of assertive communication. Have your chapter hold a meeting where members use assertive communication techniques and a meeting where passive and aggressive techniques are used. Discuss the value of developing assertive members for an active chapter.

Practice Your Responses

Read the situations below, and write a passive (A), aggressive (B), and assertive (C) response for each situation. Put a check mark next to the response that you would most likely make in each situation. Examples are given for the first two situations.

Examples:

1. One of your friends has returned the pale blue sweater that was borrowed last week. You notice that the sweater is dirty and has a hole in the front that was not there before.
   - A. Passive: Thanks for returning my sweater.
   - B. Aggressive: What did you do to my sweater? Don't ever expect to borrow anything of mine again!
   - C. Assertive: I don't like getting my sweater back dirty and with a hole in it. Let's figure out how to wash and mend it after school today.
2. Your sister promised to get the family car home at 6 p.m. so that you and your friends can go to a concert. She gets home at 7 p.m. and apologizes for being late.
   - A. Passive: That's OK. . . . We won't be very late to the concert.
   - B. Aggressive: Sorry! If you were sorry, you wouldn't have been late. Don't ever expect me to be on time for you!
   - C. Assertive: I would have liked you to call me when you knew you'd be late. In that way I could have called my friends and made other plans for a ride.
3. You learn that a group of your friends is getting together next Saturday, but they have not included you in the plans. You want to be a part of their planning and their Saturday activity.
4. You and your date are having dinner at a restaurant. A child at the next table is annoying you.
5. Your mother asks you to come home from school early on Wednesday to help with some yard work. You and a friend were planning to stay after school that day to watch a ball game.
6. A teacher thinks you have been copying a friend's homework. You have not been copying and you feel insulted by the teacher.
7. You are trying to talk seriously to a friend about a personal problem. The friend keeps joking instead of paying attention to what you are saying.
8. You are waiting in the dentist's office, and two young children are running around the waiting room, yelling and bumping into empty chairs. The parent is ignoring the children.

Activity Two/**Recognizing Parents and Teenagers as People**

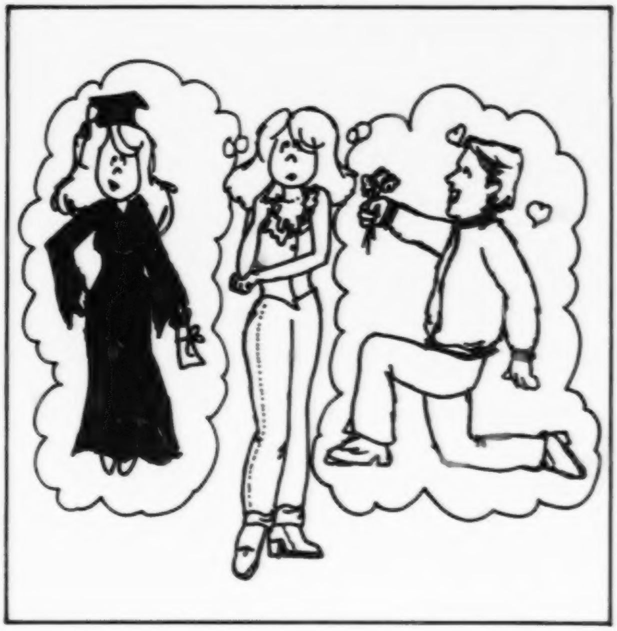
The student will be able to:

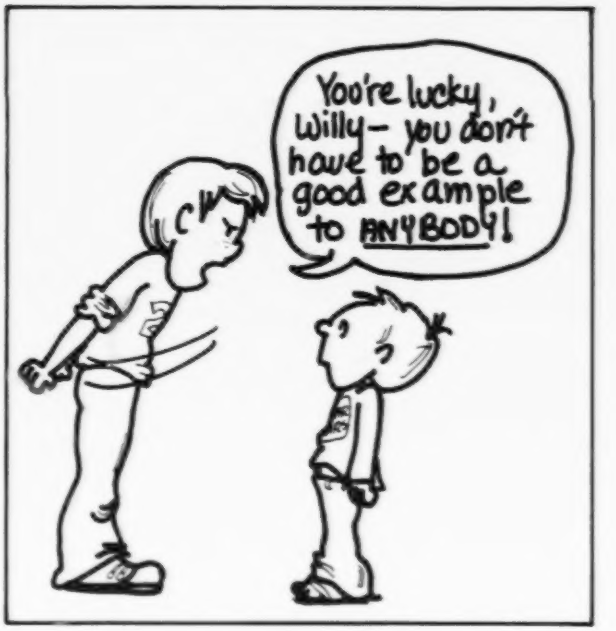
- Recognize that parents and teenagers have feelings and needs.

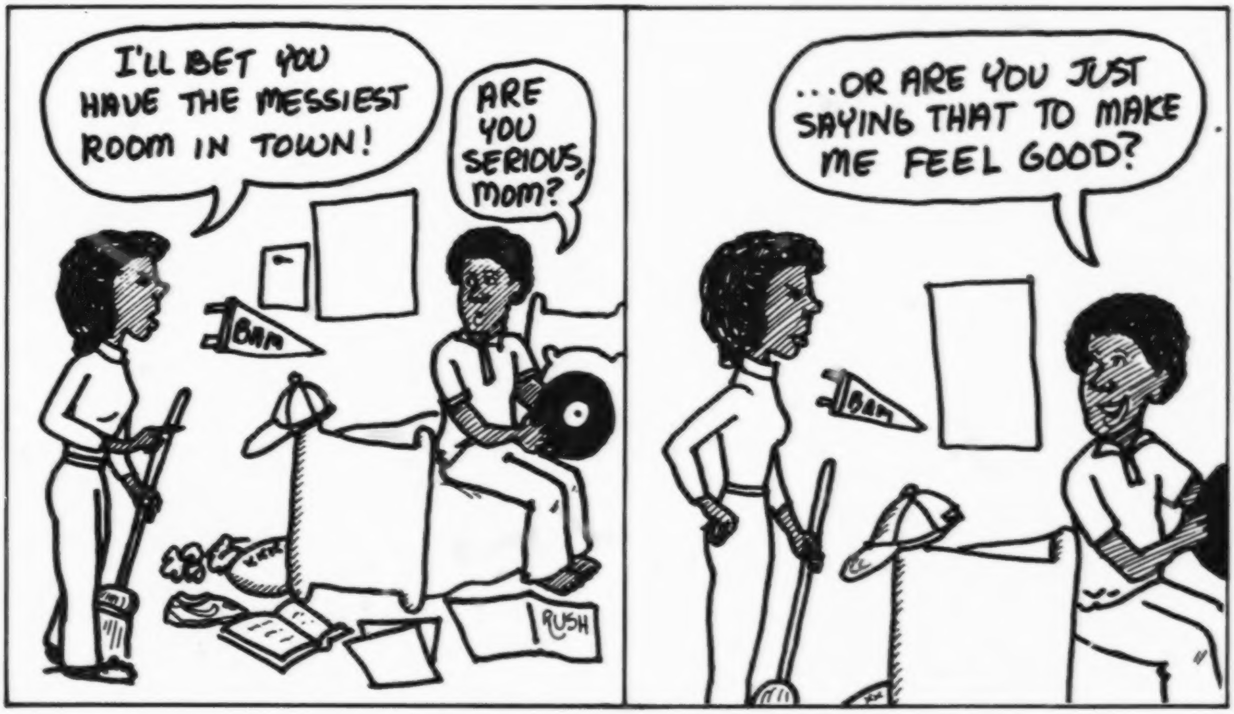
Teacher's Directions

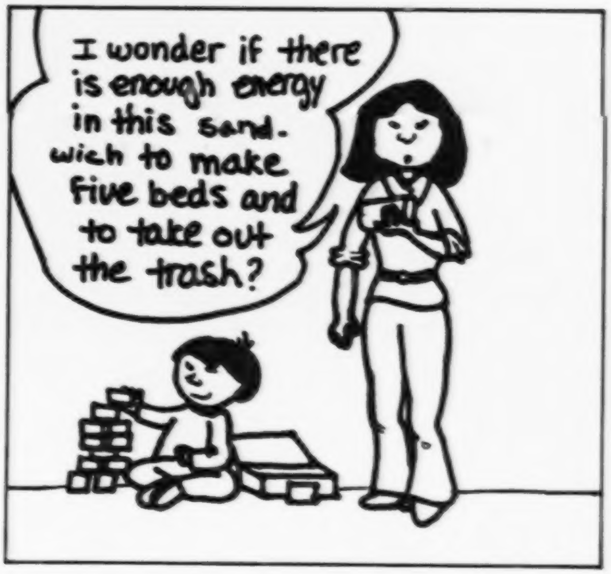
1. Collect some cartoons that reflect the needs and feelings of parents and teenagers. Examples appear in this activity.
2. Divide the class into groups of four students each and distribute the cartoons. Each group will discuss and list the feelings and needs of the characters depicted in the cartoons.
3. Have the students develop a list of each family member's needs and feelings. Examples are the need for friends, privacy, self-development, recreation, and career or occupational choices.
4. Have the students present their lists to the class. Discuss whether or not the feelings and needs listed are reasonable ones. Which are not? Why?
5. Compare the needs and feelings of teenagers and parents. Discuss how and why they are similar or different.
6. Brainstorm how people meet their individual needs (Examples are: running, going for a walk, listening to records in the bedroom, returning to college).
7. Discuss the value of knowing and understanding the needs of other family members.

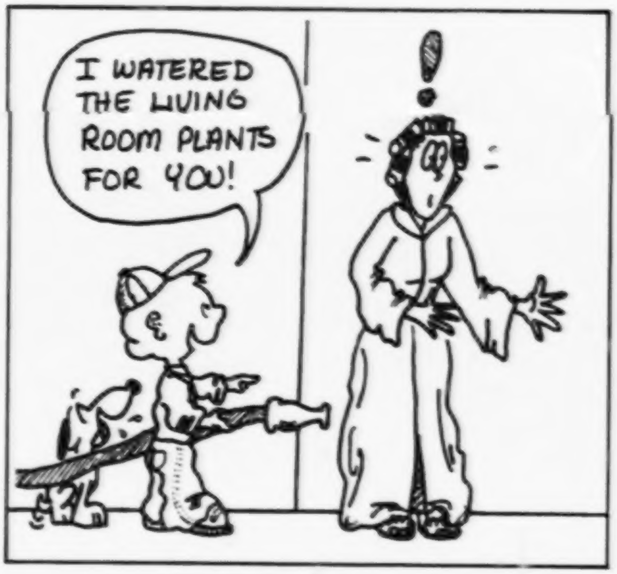
To promote greater understanding between youths and adults, have your chapter members work together with their parents on a project to benefit the community. Working together is a functional way for both the parents and chapter members to learn to appreciate the others' skills. Members and their parents can identify a community need and plan and conduct a service activity. Examples are: build a play structure for the lab school; complete a landscaping project for the school or community; clean, repair, or redecorate a community building or area such as a theatre, school for the handicapped, park, river, or cemetery; or plan and conduct a fund-raising activity for the school or community.

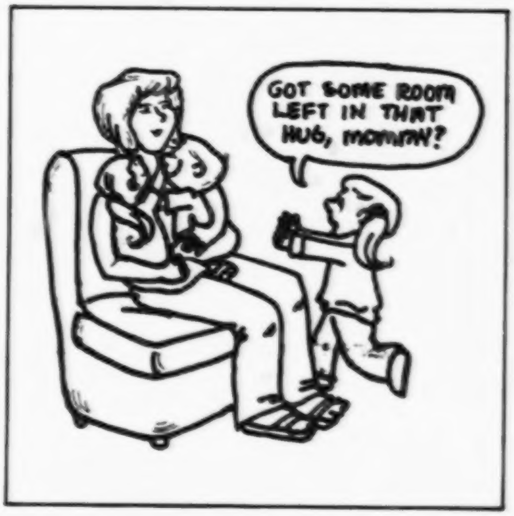


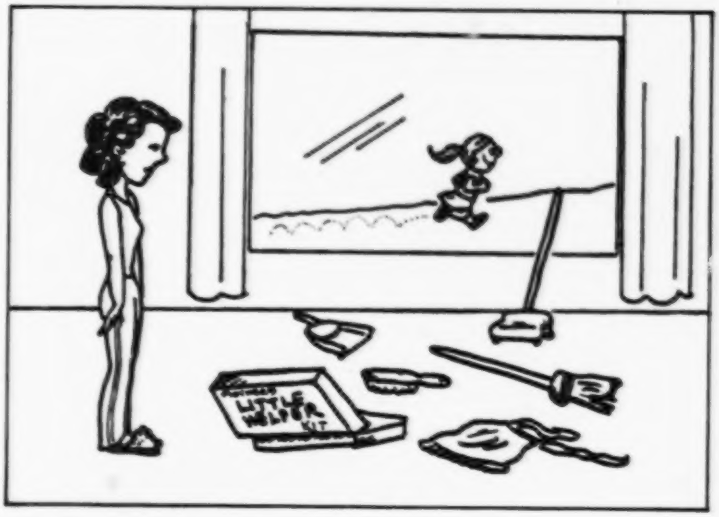

You're lucky, Willy– you don't have to be a good example to ANYBODY!

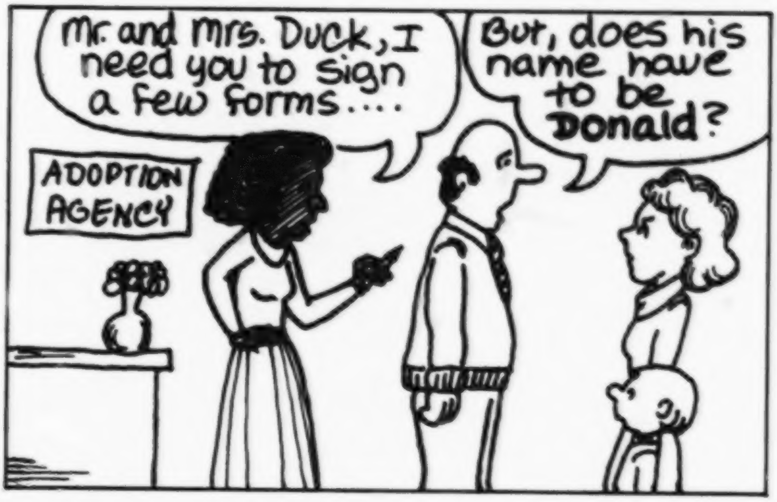

I'LL BET YOU HAVE THE MESSIEST ROOM IN TOWN!
ARE YOU SERIOUS, MOM?
BAM
RUSH
...OR ARE YOU JUST SAYING THAT TO MAKE ME FEEL GOOD?
BAM


I wonder if there is enough energy in this sand.wich to make five beds and to take out the trash?


I WATERED THE LIVING ROOM PLANTS FOR YOU!
!


GOT SOME ROOM LEFT IN THAT HUG, mommy?


LITTLE HELPER KIT


Mr. and Mrs. Duck, I need you to sign a few forms....
But, does his name have to be Donald?
ADOPTION AGENCY

Activity Three/**Exchange of Information and Feelings by Parents and Teenagers**

The student will be able to:

- Become more aware of parents' and teenagers' values and opinions within the family.
- Communicate ideas and issues not usually discussed in the family.
- Develop a time plan to continue the exchange of ideas and issues not usually discussed in the family.

Teacher's Directions

1. **Have each student ask his or her parents to complete the "Parents' Questionnaire: About Your Teenagers."**
2. **Have each student complete the "Teenager's Questionnaire: About Your Parents."**
3. When all the questionnaires have been completed and returned, ask the students to share their answers with the class. Instruct the students to share what they learned about their parents—and what their parents learned about them—that they did not know before answering the questionnaire. What surprised and interested them?
4. Review the summary questions at the bottom of each questionnaire.
5. Have the class discuss:
   - What can you do to improve communication in your family and to become better acquainted with each other?
   - What questions would you add to the questionnaires?
   - What questions would your parents add?
   - If you could explain to your parents one very important thing about yourself, it would be . . .
   - Do you think your family is aware of this?
   - If not, would you like them to know it?
   - How could you bring up the subject?
   - Do you think you will have a conversation with your parents to explain one very important thing about yourself? If yes, when? If no, why not?

Parents' Questionnaire: About Your Teenagers

Today, many family members are busy with their own individual interests and responsibilities; they do not set time aside to communicate with each other. Sometimes parents and teenagers grow so far apart that they seem like strangers living in the same house. On the other hand, when feelings and information are shared between parents and teenagers, both generations can be more supportive of each other. Please answer the following questions:

1. Who is your teenager's favorite musical group?
2. What part of the chicken does your teenager like best?
3. If your teenager had been old enough to vote in the last election, for which presidential candidate would he or she have voted?
4. Does your teenager want to go to college? If so, what are his or her top choices as of now?
5. Who is your teenager's best friend?
6. Do any of your teenager's teachers especially bug him or her?
7. Name four subjects your teenager is taking this term.
8. Is your teenager serving in a student leadership position or participating in athletics or any club or organization activities in the school? Out of school?
9. Does your teenager believe in God? How does he or she feel right now about religion?
10. Use at least three words of current teenage slang. What do they mean?
11. Is your teenager doing a special report for any of his or her classes right now? If so, what about?
12. How much has your teenager grown physically during the past year?
13. Within a half hour, how much time does your teenager spend on homework on an average evening?
14. Name the most recent movie your teenager has seen?
15. What subject would be the easiest for your teenager to talk to you about? Most difficult?
16. Being a teenager is not easy. What do you suppose are the two biggest problems your teenager has?

After completing the questionnaire, compare what you thought your teenager's answers would be with his or her real answers.

After completing the comparison, please comment on these questions:

a. What did you learn about your teenager that surprised or interested you?

b. What questions would you like to add to the questionnaire that are not on the list?

c. Do you think that this activity was very helpful____, helpful___, not helpful___ in developing a better understanding of your teenager?

d. Comments you would like to make:

Teenager's Questionnaire: About Your Parents

Today many family members are busy with their own individual interests and responsibilities. They do not set time aside to communicate with each other. Sometimes parents and teenagers grow so far apart that they seem like strangers living in the same house. On the other hand, when feelings and information are shared between parents and teenagers, both generations can be more helpful and supportive of each other. Please answer the following questions:

1. How did your mother and father meet? Did they have a long or short engagement?
2. Name one of your mother's or father's favorite movie or sports stars.
3. What does it cost to run the car each month?
4. What is the family's monthly telephone bill?
5. Is your mother or father a member of the PTA? Have they been members in years past?
6. Is your father or mother good at mathematics?
7. Did your father or mother have a car at your age?
8. Name two of your mother's good friends; name two of your father's good friends.
9. You probably know your mother and father's wedding anniversary date, but was their wedding a large formal ceremony or a small intimate one?
10. Can you relate one funny or dramatic incident that happened to your mother or father before you were six?
11. Name a food your father or mother does not like.
12. What is the favorite television show of your mother or father?
13. Do you think your parents believe in God? How do you think they feel about religion?
14. Did you talk over at least one personal problem with either parent in the past two weeks?
15. When your mother or father was about your age, was she or he good at sports? Which ones?
16. Being a parent is not easy. What do you suppose are the two biggest problems your parents have?

After completing the questionnaire, compare what you thought your parents' answers would be with their real answers.

After completing the oral comparison, please comment on these questions.

a. What did you learn about your parents that surprised or interested you?
b. What questions would you like to add to the list you asked your parents?
c. Do you think that this activity was very helpful___, helpful___, or not helpful___ in developing a better understanding of your parents?
d. Comments you would like to make:

Activity Four/**Sibling Rivalry**[6]

The student will be able to:

- Examine the feelings a child might have about the birth of a sibling.
- Examine ways to decrease sibling rivalry.
- List at least two ways for decreasing sibling rivalry in a family.

Introduction

Allowing a child to express his or her true feelings toward a new baby is important; yet protecting the infant from harm is also necessary. Anytime a new baby brother or sister comes into a family, the preschool child already present is going to have a reaction which may not be entirely favorable. Sibling rivalry cannot be eliminated; it can only be minimized.

Teacher's Directions

1. Have the class read "Do You Mind Sharing My Love?" in this activity. Ask students to react to the story verbally or in writing. Compare the reaction to how a child might feel when a new baby comes home.
2. Have the students brainstorm and list on the chalkboard ways to decrease sibling rivalry. Compare the student-generated list to "What to Do About Sibling Rivalry: Some Helpful Hints for Parents" in this activity.
3. Have each student write a letter—as a parent—to a child already present in the home about the new baby that is joining the family.
4. After completing the previous activity, have each student prepare a Family Communication Sociogram or a family interaction map. (See *Instructional Patterns for Maximizing Human Potential,* page 137.)[7] Give these instructions:
   a. In a circle on a piece of paper, place a symbol for each brother or sister with whom you communicate regularly. Place yourself in the center of this circle.

      If you are an only child, use members of your family or friends with whom you communicate regularly.

   b. Draw a dark line (▬) to those with whom you communicate well.

   c. Draw a zigzag line (〰) to those with whom you have a rivalry or conflict.

   d. If you can, put an **X** next to the person who seems to be causing the problems most often.

   e. On the other side of the page, list the people with whom you have rivalries or conflicts. Next to the name of each person, list the topics that cause the problems.

   f. List two positive steps you can take to improve the situation.

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[6] This module was adapted by Noreen Bradbury, Trinity Union High School District, Weaverville, from a module developed by Carol Haworth, Central Union High School District, El Centro.

[7] *Instructional Patterns for Maximizing Human Potential.* Sacramento: California State Department of Education, 1978.

Teacher's Directions
(Continued)

Example:

Name of person	*Conflict topics*	*Positive steps to take*
Sue	Borrowing clothes without asking	"I don't mind your borrowing because I expect to borrow from you. But let me know ahead of time so that I won't make plans to wear that. The owner gets priority."
	Not making her bed	"I will make your bed if you will take my job of folding clothes."

g. Use one of the positive steps at home and report the success to the class.

MATERNITY
Couldn't we turn her in for a new puppy?

Do You Mind Sharing My Love?

Suppose that tomorrow your "steady" tells you the following: "You are a very special person to me, and I want to keep our relationship. However, I've just met someone else who is also special. I want to share my time and love with both of you, so that means I can spend time with you on Mondays, Wednesdays, and Fridays and see my new friend on Tuesdays, Thursdays, and Saturdays. We can spend Sundays together, all three of us. Of course, I don't want you to spend time with anyone else. You can use your extra time for schoolwork and your job. Just remember, I don't love you any less now."

- How would you feel about sharing your "steady" with someone else?
- How would you feel about the three of you spending time together?
- What would you do if you were in this situation?

What to Do About Sibling Rivalry—Some Helpful Hints for Parents[8]

The first thing to remember is that sibling rivalry usually cannot be eliminated; it can only be minimized. Other suggestions to help your child adjust during or shortly after the birth of a new baby are as follows:

- Tell your preschooler ahead of time if a new baby is coming into the family. A month is sufficient; nine months is too long for a child to wait.
- Help your preschooler to play out his or her feelings about a new baby, using a sturdy, rubber baby doll, along with a bottle, some diapers, a crib, and a Bathinette. Allow the child to express his or her feelings in whatever way he or she wants.
- Help the preschooler not to feel abandoned by the mother when she goes away to the hospital to have a new baby. Have the children come to the hospital with the father to bring the new family member home.
- Try to give your preschooler special love and attention.
- Understand that children may regress to infant behaviors (for example, crawling, bottle feeding, and so forth) for a while. They will get over these behaviors more quickly if they are allowed to act out their jealousy.
- Allow your children to express anger and jealousy toward the baby. Do not try to talk them out of these feelings. Allowing them to verbalize these feelings now may help them to work at the new feelings they are trying to accommodate.

These other hints may help while the children are growing up:

- Remember that sibling rivalry goes both ways from older to younger and younger to older.
- Each child has moments when she or he wishes that all of the other children in the family would disappear and that she or he would not have to share the attention of the mother and father.
- Try to spend some individual time with each child each day.
- Arrange to take along a friend for one or more of your children to help lessen rivalry and jealousy on trips, outings, or even vacations.
- Do not compare the children. Do not use one as a good or bad example for the other.
- Allow older children to help care for younger siblings, but do not give them too much responsibility.

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[8] This material was adapted from Fitzhugh Dodson, *How to Parent* (New York: New American Library, 1973). Used with permission.

Section C/**Family Support Systems**

The activities in this section will help the student develop abilities to:

- Examine the concept that memories create family bonding.
- Develop methods to strengthen family ties.
- Identify how the home meets human needs.
- Define nurturing.
- List ways that families nurture members.
- Define love, happiness, and success.

Key Generalizations

NOTE: Additional generalizations may be found on pages 6 and 7 of *Curriculum Design for Parenthood Education.*

1. A strong sense of loyalty and trust within the family helps in coping with the added impact of triumphs and crises.
2. Providing times and places for solitude and interaction among family members increases the probability of satisfying and enduring relationships.
3. Comfort and well-being of the occupants should be the basis of planning a home environment.
4. Both parents and children need help in finding appropriate expressions of their feelings.
5. A functional, supportive family enhances a person's effectiveness in his or her place of employment.

Activities

1. Administer the pretest.
2. The following student activities appear in this section:

   Activity One—Family Bonding: Memory Bonds
   - Examine the concept that memories create family bonding.
   - Identify ways to reinforce family bonding.

   Activity Two—Strengthening Family Ties
   - Develop methods to strengthen family ties.

   EDA

   Activity Three—Meeting Human Needs in the Family
   - Identify how the home environment helps the family meet human needs.

   Activity Four—What Nurturing Families Provide
   - Define nurturing.
   - List ways that families nurture members.

   EDA

   Activity Five—Some of the Best Things in Life Are Free
   - Define love, happiness, and success.
   - List five ways to express love without spending money.
3. Administer the post-test.

Pretest and Post-Test

1. How do families bond?

2. Name two ways you can strengthen the emotional ties you have with your family:
   a.
   b.

3. Identify three ways that the home or its furnishings meet human needs:
   a.
   b.
   c.

4. What are three ways that family members are nurtured within the family?
   a.
   b.
   c.

Answers: (1) memories; (2) good communication, time spent together, or help in times of stress; (3) page 143; (4) open.

Activity One/**Family Bonding: Memory Bonds**

The student will be able to:

- Examine the concept that memories create family bonding.
- Identify ways to reinforce family bonding.

Teacher's Directions

1. Have the students find at least 20 pictures of themselves and their families. Have them begin with the earliest infant pictures, continuing to the present day. Try to find pictures that show family members together. Use pictures that bring back memories.
2. Have the students interview each member of their family concerning each picture and write a sentence or two about the photograph. Some questions they may consider are:
   a. What was happening in this picture?
   b. What are the relationships and ages of the people in the picture? What have these people become, and where are they now?
   c. What were you feeling when this picture was taken?
   d. How did you (or do you) feel about the people in the picture? Can you tell a short story about them?
   e. What happened before or after the picture was taken?
   f. Who took this picture?
   g. Why are certain pictures favorites?
3. Instruct students to make a memory book by:
   a. Attaching pictures to stiff paper with picture corner holders or clear contact paper.
   b. Place no more than two pictures to a page.
   c. Neatly write in the information collected from each person under the picture.
   d. Organize the pages by date and bind them together in a book with a cover and title.
4. Share and discuss with the class:
   a. What are you going to do with this picture album of family memories?
   b. What did you learn while doing this project?
   c. How do you feel about your family's memories?
   d. How do memories bond a family together?
5. Have the students share their memory books with their families and make a new memory bond.

NOTE: Some students may wish to add a family history, including grandparents, aunts, and uncles.

Activity Two/**Strengthening Family Ties**

The student will be able to:

- Develop methods to strengthen family ties.

Introduction

Family ties can be strengthened by good communication, time spent together, and help given to family members in times of stress.

Teacher's Directions

Have the students read "Examining Family Relationships" in this activity. Discuss this form in class and add the questions to the list, if needed. Have the students take the form home and use it with individual members of the family. Emphasize that the answers to the form are confidential and not to be shared in class.

Students' Directions

1. Use a separate form for each member of your family with whom you communicate regularly.
   - Answer the questions honestly. Before having the family member answer the questions, fold your answers under so that they are covered.
   - After both of you have written your answers, review the complete form and discuss the results.
   - Did you improve communication with the family member? If yes, how? If not, why not?
2. List at least two ways that you could spend enjoyable time with each family member. Use the space below for your answers.

Member	*Activity*	*When will you do it? (or did you?)*

3. Answer the following questions:
   a. Who is the most helpful to you in time of stress? Why?
   b. Whom do you help the most in time of stress? Why?
   c. Did this activity bring you to a better understanding of any member of your family? How?
   d. Were you comfortable answering and discussing this survey? Why?
   e. List at least three ways you could strengthen your family ties:
      (1) ______________________________
      (2) ______________________________
      (3) ______________________________

Examining Family Relationships

This form will help you examine the relationships you have with members of your family. Use a separate form for each family member. Place your answers in the left column and fold the page under before asking a family member to write his or her answers. When the form is completed, discuss the answers. Summarize what you learned from this activity.

(Name of family member) (Relationship to you)

Put your answers here.		Put your family member's answers here.
	1. What activities do you enjoy doing with this person?	
	2. What do you enjoy talking about with this person?	
	3. What is your favorite memory of this person?	
	4. What does this person do at times to make you upset or angry?	
(Fold here.)	5. Why does he or she do it?	
	6. What does this person do that pleases you?	
	7. How does this person react to your bad moods?	
	8. How would you like him or her to react?	
	9. What problems have been bothering this person?	
	10. What can you do to help?	
	11. What problems have been bothering you?	

Examining Family Relationships (Continued)

Put your answers here.		Put your family member's answers here.
	12. What could this person do to help you?	
	13. What has made you happy recently?	
	14. How would you like to share your happiness with this person?	
	15. What do you like best about this person?	
	16. What do you think he or she likes best about you?	
	17. What do you have trouble talking about with this person?	
	18. What is the most important thing you would like to tell this person right now?	
	19. What is the most important question you would like to ask this person?	
	20. In general, how would you describe his or her personality?	
	21. How has this questionnaire helped you know this person better?	
	22. (Add other questions that you feel are important.)	

(Fold here.)

EDA Activity Three/**Meeting Human Needs in the Family**[9]

The student will be able to:

- Identify ways the home environment helps the family meet human needs.

Teacher's Directions

1. Make the cartoon on the following page into an overlay for an overhead projector. Use this cartoon to discuss basic human needs with the students.
2. Show the slide series from the kit *The Home: An Environment for Human Growth.*[10] The students can suggest which human need is being fulfilled. Furnishings in the home provide for these basic needs:
   a. Physiological: A place to eat and rest; for example, a snack table or a sofa
   b. Safety needs: Accident prevention or security; for example, a night light or a stepstool
   c. Love and belonging: A need to feel affection or acceptance; for example, a family album, a birthday cake, a favorite chair
   d. Esteem: A place to be recognized and respected by others; for example, display of child's schoolwork, trophies, awards, or collections
   e. Self-actualization: A place where you can do what you do best; for example, music in your room, a book collection, and so forth
3. In a group discussion, have the students contrast a sense of belonging to the need for privacy and independence.
4. Discuss the concept of territoriality. Ask the class, "If a guest headed for Dad's favorite chair, what would be said? How would the guest feel?"
5. Suggest ways that statements of personal ownership are made in the home. (Examples are: posters, monograms, initials, a special seat at the table.)
6. Discuss examples of items in the home that fulfill each of the previously listed five needs.
7. If all of these needs are not being met, have the students suggest possible changes to fill the needs.

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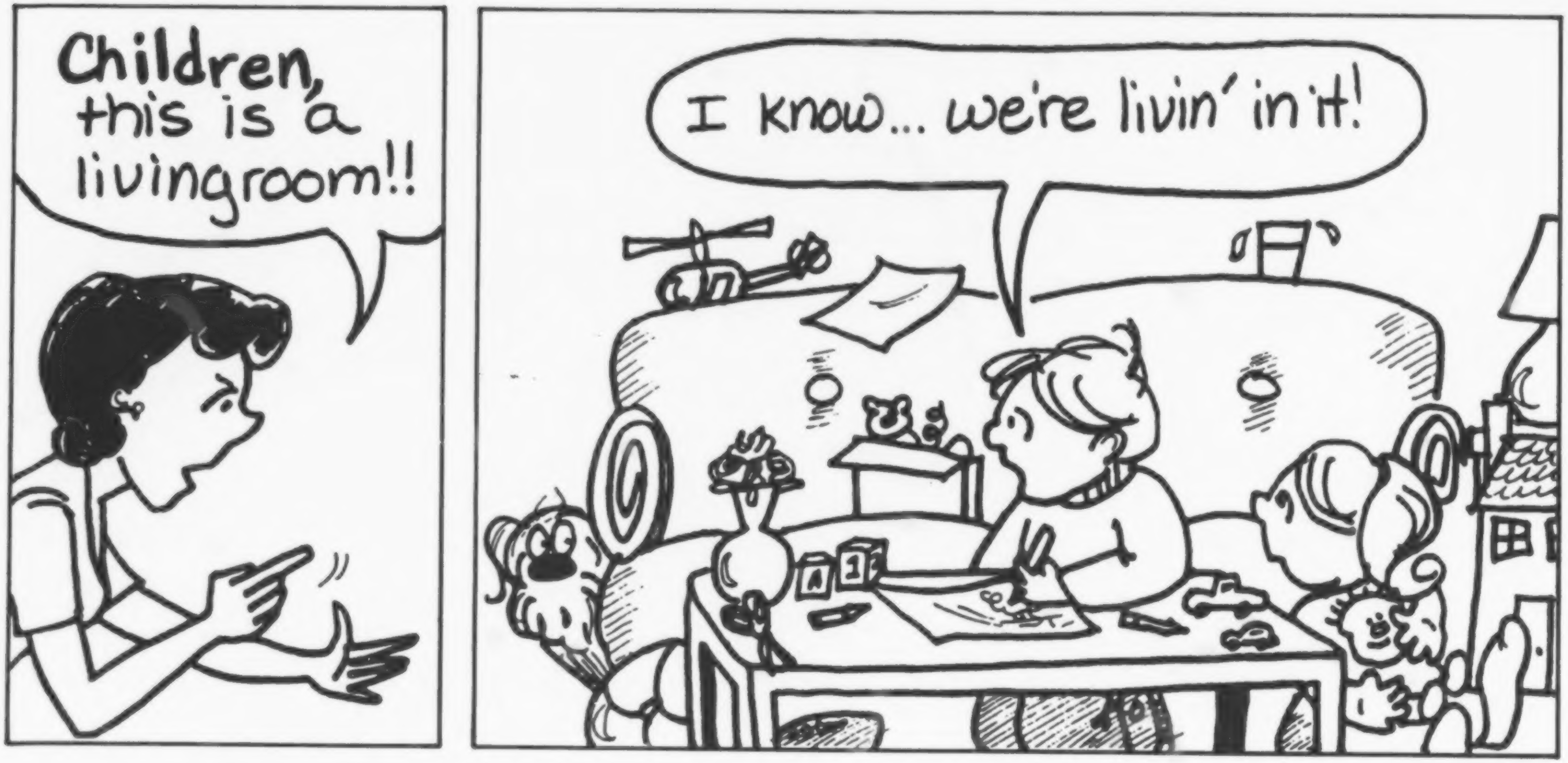
[9] This activity was developed by Bonnie Pius, Sanger Unified School District.

[10] A folder contains the transparency "How Homes Can Meet Our Needs." *The Home: An Environment for Human Growth* is a slide kit that was prepared in 1971 by the Educational and Consumer Relations Department, J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019.


Children, this is a livingroom!!
I know... we're livin' in it!

Activity Four/**What Nurturing Families Provide**[11]

The student will be able to:
- Define nurturing.
- List ways in which families nurture members.

Teacher's Directions

1. Have the students bring pictures of families to class. (Or use the poster "We Are a Family," which is available from the Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.)
2. Show each picture to the class. Answer these questions about each picture:
   - What do you see?
   - What feelings seem to be evident among the people in the pictures?
   - Do you think these feelings foster growth?
     (Possible answers are: care, love, training, teaching, security, or communicating.)
3. Summarize the concepts in this activity by having the class compile a list of the qualities a nurturing family would have or the ways a family nurtures its members. Use the list to define nurturing.

EDA Activity Five/**Some of the Best Things in Life Are Free**[12]

The student will be able to:
- Define love, happiness, and success.
- List five ways to express love without spending money.

Introduction

The possession of things is often believed to be a source of happiness. In an effort to provide material things for their children, parents often forget that love can be expressed without spending money.

Teacher's Directions

1. Give each student three pieces of paper. Have each student define *love, happiness,* and *success.*
2. Divide the class into three groups. Give one group all of the definitions of *love,* the second group the definitions of *happiness,* and the third group the definitions of *success.* Have each group compile the definitions.
3. Discuss the definitions. Make any additions and changes the class members feel are necessary to express their various opinions.
4. Have the students list some ways to express love to a child without spending money and ways to express love to a spouse without spending money.
5. Have the class members share their lists with the class. Prepare a bulletin board based on the suggestions received.
6. Have the class discuss the things money can and cannot buy.

As a consumer service to your community, prepare a community display for the library or shopping center illustrating ways people can express love without spending money. This activity would be particularly appropriate near holidays such as Christmas, Valentine's Day, Mother's Day, and Father's Day.

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[11] This activity was adapted from a module written by Bonnie Pius, Sanger Unified School District.

[12] This activity was developed by Evangeline Cleague, Los Angeles Unified School District.

5

Parenting Skills

This chapter contains instructional activities regarding the skills necessary for parenting. Many of the topics traditionally taught in a child growth and development course are included here. Teachers who offer or plan to offer a child growth and development class will find these materials helpful.

Introductory materials in the following areas are included: prenatal development, birth options, children's developmental stages, parenting techniques, learning experiences for young children, activities with children, health and safety, types of child care centers, and careers in child care.

Section A/**Prenatal Development**

The activities in this section will help the student develop abilities to:

- Identify patterns of prenatal development.
- Summarize parenting experience information.

Key Generalizations

NOTE: These generalizations may be found on pages 9 and 10 of *Curriculum Design for Parenthood Education.*

1. Prospective parents who understand fetal development and the birth process can provide greater support to each other.
2. Early physical development is rapid, with greater changes in the first few years of life than at any subsequent stage.
3. Understanding developmental growth stages assists parents in providing an environment for maximizing a child's development.

Activities

Present the following student activities, which appear in this section:

Activity One—Prenatal Infant Growth
- Identify the patterns of prenatal development.

Activity Two—Parents' and Grandparents' Interviews
- Summarize findings about being pregnant.

Activity Three—Prenatal Infant Communication
- Describe personality differences of babies in utero and methods of communication with the baby before birth.

Activity One/**Prenatal Infant Growth**[1]

The student will be able to:

- Identify patterns of prenatal development.

Teacher's Directions

1. Use one or more of the suggested resources listed below (or use a film or print resource that visually depicts prenatal development throughout pregnancy) to stimulate the students' discussion about prenatal growth.
    - *Beginning of Life.* This film was produced by Benchmark Films in 1968.
    - *Birth Atlas* (Sixth edition). New York: Maternity Center Association, 1978. This publication, which shows prenatal development and the labor process, is available from the Maternity Center Association, 48 E. 92nd St., New York, NY 10028.
    - *The Body Human: The Miracle Months.* This television videotape production is available in film libraries of some counties and districts.
    - *The First Days of Human Life.* This film depicts prenatal development. It is available from Birthright of Marin, 803½ D Street, San Rafael, CA 94901. A small rental fee is required.
    - *Life Before Birth.* This filmstrip is available as a kit or pictorial reprint (Educational Reprint #27). It is available from Time/Life Education, P.O. Box 834, Radio City Post Office, New York, NY 10010.
    - Nilsson, Lennart. *A Child Is Born* (Revised edition). New York: Delacorte Press, 1977.

2. Do one of the two following activities:

    Have the students observe one or more childbirth preparation classes, particularly one that emphasizes prenatal care, nutrition, exercise, or prenatal development. Record the students' observations and questions. Have the students report to the class.

    Have a childbirth education instructor come to the class to provide instruction about childbirth preparation.

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[1] This activity was developed by Sue Chelini, Tamalpais Union High School District, Larkspur.

Activity Two/**Parents' and Grandparents' Interviews**[2]

The student will be able to:

- Summarize findings about being pregnant.

Students' Directions

(The teacher should caution the students to use discretion when they are interviewing people.)

1. Interview at least five mothers (one may be your own mother), using the following questions:
   - a. What made you think that you were pregnant before you had a pregnancy test? What physical changes did you first notice?
   - b. If you have had more than one child, were there any differences between the early symptoms of each pregnancy?
   - c. What emotional or physical changes did you experience throughout pregnancy?
   - d. Was pregnancy the same as or different from your expectations? How?
   - e. What myths had you heard about being pregnant? From whom?
   - f. What do you wish you had known about being pregnant before you became pregnant?
2. Compile the results of the interviews, and share them through class discussion.
   - a. What were the most common findings?
   - b. What were some of the unusual findings?
   - c. What myths were disproved? Confirmed?
3. Interview your grandparents (or other persons of their generation) about what childbirth was like for them.
   - a. What myths were there about pregnancy or the birth process?
   - b. Where was the baby born? (e.g., hospital, home, and so forth)
   - c. What were the attitudes toward being pregnant and having a baby?
   - d. What were the father's and grandparents' roles during the pregnancy and birth?
4. Compare the similarities and differences of childbirth that your grandparents and parents experienced.

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[2] This activity was developed by Sue Chelini, Tamalpais Union High School District, Larkspur.

Activity Three/**Prenatal Infant Communication**[3]

The student will be able to:

- Describe the personality differences of babies in utero and methods of communication with the baby before birth.

Introduction

What can you learn about a baby before its birth?

Students' Directions

1. Interview several women who are pregnant and record their experiences. Some sample interview questions are as follows:
   a. What month are you in this pregnancy?
   b. Do you feel that you know your baby in any way right now? How?
   c. How active or quiet is your baby?
   d. Do you notice any special times when your baby is awake or asleep? Describe them.
   e. What wakes up your baby? What quiets your baby? (Examples: singing, eating, exercise, shower, rocking)
   f. Do you talk to your baby? Do you think your baby hears you?
2. Discuss the following in class:
   a. What are the needs of the unborn child before birth? Ask students what the baby needs from the mother to feel content. (Examples are food, touch, stimulation, movement, warmth, and security.)
   b. How does a mother provide these things for the baby during pregnancy? (Example: The baby is used to getting food from the mother's body.)
   c. How does a family continue to provide for the infant's needs in the first month after birth? (Example: Families must adjust the temperature of the home or dress the baby so that he or she is warm and comfortable outside the womb.)

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[3] This activity was written by Connie Sickafoose, American Society for Psychoprophylaxis in Obstetrics; certificated childbirth instructor.

Section B/**Birth Options**

The activities in this section will help the student develop abilities to:

- Discuss the rights of pregnant parents.
- Compare information and approaches taught in various childbirth education classes.
- Compare the advantages and disadvantages of a shared childbirth experience.
- Identify the variety of possible birth settings.
- Discuss the feelings women might have during labor and birth.

Key Generalizations

NOTE: These generalizations may be found on page 9 of *Curriculum Design for Parenthood Education.*

1. Bonding is facilitated by allowing new parents to have immediate access to their newborn child.
2. Touching and holding of the newborn encourage family closeness and benefit the newborn.
3. For the infant, bonding is the first step in socialization.
4. Fathers need opportunities and, in some cases, encouragement to establish identity as a nurturing caretaker of the infant.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

EDA

Activity One—Rights of Expectant Parents
- Compare two birth case histories.
- Discuss the rights of expectant parents.
- Identify methods of choosing a doctor and a hospital.
- Practice assertive techniques for dealing with health care staff.

EDA

Activity Two—Childbirth Education
- Compare information and approaches taught in various childbirth education classes.

EDA

Activity Three—The Birth Setting
- Identify a variety of birth settings.
- Examine different attitudes concerning birth settings.

Activity Four—Bonding and Word Search
- Explain concepts of bonding.
- Recognize actions that bond family members.

Activity Five—Family Bonding—The Beginning
- Identify touch as important in bonding.
- Determine the importance of bonding to a family.

3. Administer the post-test.

Pretest and Post-Test[4]

1. Do you hope to have children some day?
   a. Yes
   b. No
   c. Undecided
2. Where would you want to have your baby born?
   a. Hospital
   b. Alternative birthing center
   c. Home
   d. With the assistance of a nurse/midwife rather than a doctor
3. Which method of childbirth do you find appropriate?
   a. As natural as possible
   b. Cesarean
   c. Medicated but conscious during labor and delivery
   d. Medicated and unconscious during labor and delivery
   e. Do not know
4. Who should be present in addition to medical personnel at the birth of a child?
   a. Child's father
   b. Child's grandparents
   c. Child's siblings
   d. Parents' close friends
   e. Other relatives
   f. No one
5. What role can the father have in childbirth?
   a. Labor coach
   b. Help deliver baby
   c. Present, but not participating
   d. Not present during labor or delivery
6. What attitude do you have about the childbirthing experience?
   a. A beautiful, natural experience
   b. A simple surgical operation
   c. Full of shots, medication, unconsciousness
   d. Hard work but worth it
   e. Vague and unclear about the process
   f. Other
7. What aspects of childbirth make you uneasy?
   a. Medication or drugs going into the baby's system
   b. The sight of blood
   c. Possible pain
   d. The thought of a cesarean
   e. The unknown
   f. How I might react
   g. Other
8. (Women) Pain during childbirth would probably be lessened by:
   a. Using inner strength
   b. Requesting a cesarean
   c. Requesting pills, a shot, or gas to relieve the pain
   d. Giving in to panic
   e. Relying on the labor coach
   f. Other

   (Men) If my partner experienced pain during childbirth, I would:
   a. Suggest that she be given a medication (with her approval).
   b. Let her make up her own mind about medication.
   c. Ask the doctor to give her medication (without her knowing).
   d. Encourage her not to use drugs.
   e. Other.
9. What myths have you heard regarding childbirth?

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[4] These tests were developed by Sue Chelini, Tamalpais Union High School District, Larkspur.

EDA Activity One/**Rights of Expectant Parents**

The student will be able to:

- Compare two birth case histories.
- Determine the rights and responsibilities of expectant parents.
- Practice assertive techniques for communicating with the health care staff.

Teacher's Directions

1. Have the students make a list of the rights they feel expectant parents have regarding the birthing process.
2. Compare the students' list of rights with those listed as follows:
   a. The right to be informed about procedures and treatment
   b. The right to childbirth education
   c. The right to a support person (husband, mother, sister, friend) present during the birth
   d. The right to choose the type of delivery
   e. The right to help decide what medications (including anesthetic) will be used
   f. The right to choose the birth attendant
   g. The right to choose the site of birth (hospital or home)
   h. The right to childbirth with dignity
3. Develop a list of rights on which the class agrees.
4. Make students aware that most rights have responsibilities attached to them. Have the students list a responsibility required for each right.
5. Compare the students' list of responsibilities with those given as follows:
   a. Responsibility to ask questions regarding hospital policies and regulations
   b. Responsibility to learn about prenatal care and childbirth
   c. Responsibility to arrange for a support person to share plans and to accompany the mother at birth
   d. Responsibility to obtain information in advance about the kinds of delivery methods available and the regulations regarding these methods
   e. Responsibility to become informed about the advantages and disadvantages of medications available for use
   f. Responsibility to select a care attendant who shares a similar philosophy
   g. Responsibility to investigate the alternative sites available and to accept the limitations of the one you select
   h. Responsibility to treat care givers with the respect and consideration you expect for yourself
6. Read the two birth case histories on page 155.
7. Follow up the reading with a class discussion and/or role-play the case histories. Using Couple Two as an example, explain how Couple One could have improved the birth experience. Consider both prenatal planning and personal goals for this event.

Teacher's Directions
(Continued)

a. Important Points to Consider About Couple One

  (1) The parents were uninformed about childbirth procedures and hospital policies and options.

  (2) The couple was separated during labor and birth.

  (3) The IV and fetal monitor machine were frightening, rather than reassuring, to the mother.

  (4) The mother was unaware that she had a choice of anesthesia or of no anesthesia.

  (5) The mother felt disappointed that she was uninformed about birth options that might have been available to her.

  (6) The father may have been unable or unwilling to be present at birth.

  (7) The mother will face a period of recuperation following the anesthesia; the baby will recover from the effects of anesthesia; the father will not have participated. All three factors may interfere with the onset of the family attachment to the baby.

b. Important Points to Consider About Couple Two

  (1) The parents were well informed about the birthing process and the options they had.

  (2) The parents made choices concerning where the birth would take place, which anesthetic would be used, and whether the father would be present.

  (3) The mother felt comfortable asking her doctor questions, and the doctor was willing to spend time talking to her.

  (4) The couple never separated.

  (5) There was no initial separation of the infant and parents, a policy which promotes attachment among the three.

  (6) Both parents and the staff felt good about the birth. The couple experienced the satisfaction of making decisions concerning the birth of their child.

Two Case Histories[5]

The case histories in this section show two couples' different approaches to becoming parents.

Couple One

When our first child was born, neither my husband nor I had done any reading or taken any classes to prepare us for the actual birth. I think Ted and I felt that having a baby was very natural—that no preparation was necessary. We thought that the baby would be born when it was ready and that our doctor would make all the right decisions for us. The doctor would know which hospital would be best, what kind of anesthetic I would need, and what procedures and treatments would be necessary. I really did not know what to expect. I did not realize that a pregnant woman could be a part of the decision making. I did not know that different hospitals have different birthing choices and procedures. Some hospitals today have a delivery room which is decorated like a bedroom. This approach allows the mother and baby to experience a home-like setting and, at the same time, to have the safety and emergency care that only a hospital and staff can provide.

I wish now I had known more about childbirth and had asked my doctor to explain what procedures, anesthetic, and medications I could have expected. I should have borrowed some books or magazines from the doctor or the local library so that I could have been better prepared. I did not know that my husband could be in the labor room with me. Instead, the doctor suggested that he stay in the waiting room. I thought it was a hospital rule and did not ask that he stay with me.

When the hospital staff set up an intravenous device (IV) and a fetal monitor, I thought there was an emergency and that my baby was in danger. Had I been better prepared and known more, I would not have been frightened for my baby. I also could have expressed my own preferences when there was a choice. If I have another child, I am going to know more about the process to help me make better decisions.

Couple Two

When I found out that I was pregnant, I read everything I could find on prenatal care and the birthing process. My doctor had a number of booklets at the office. Michael and I read those and then went to the library to get more information. I read about Lamaze and Bradley natural childbirth methods; I decided I would go to a meeting to find out more about natural childbirth.

We decided that Michael should be present at the baby's birth, so we asked the doctor if that was permitted. The doctor told us one hospital discouraged having fathers present, but the hospital which was farther from our home supported a father's being present at his child's birth. We chose to go to the second hospital, which was thirty minutes farther away. My doctor spent a lot of time telling me about different kinds of anesthetics and their effect on me and our unborn child.

The night we drove to the hospital I felt very excited and at the same time calm because I had a good understanding of what to expect. The hospital staff approved of Michael's presence, and having him with me was a comfort to both of us. He and I were able to hold our baby shortly after its birth. We felt as though we were part of a miracle.

---

[5] This activity was written by Connie Sickafoose, American Society for Psychoprophylaxis in Obstetrics; certificated childbirth instructor.

EDA Activity Two/**Childbirth Education**[6]

The student will be able to:

- Compare information and approaches taught in various childbirth education classes.

Introduction

There are many possible choices in methods of birth preparation that may be available in your community. Three choices are Lamaze, Bradley, and Dick-Read. Some instructors use combinations of these approaches. As a result, there are as many kinds of classes as there are teachers. Becoming familiar with the approaches and variations helps students determine their own preferences for future decisions.

Students' Directions

1. Interview an instructor of each method of childbirth available in your community, using the following list of questions. After completing the interviews, compare the similarities and differences in the information taught in the childbirth education classes.
   a. What is the class size, location, hours, number of sessions, and cost? When should the couple enroll?
   b. What is the role of the labor coach in class?
   c. What kinds of relaxation are taught and how much time in class is spent on each?
   d. Which birth setting do most people in class choose?
   e. Which breathing techniques are taught and why?
   f. Do you discuss the kinds of medication available to the mother during labor?
   g. Is a class outline available on request?
   h. How much time is spent on learning or practicing effective communication with health care providers?
   i. What is taught about variations in labor, nutrition, nursing, and bonding?
2. Compare the information collected by class members.

---

[6] This activity was written by Connie Sickafoose, American Society for Psychoprophylaxis in Obstetrics; certificated childbirth instructor.

Activity Three/**The Birth Setting**[7]

The student will be able to:

- Identify a variety of birth settings.
- Examine attitudes concerning birth settings.

Students' Directions

1. Read the following situation:

   Mary is three months pregnant with her first baby. She and her husband have no medical insurance and very little money saved. Neither one wishes to ask his or her parents for financial help, so Mary wants to have the baby at home to save hospital fees. She feels physically well and she wants a doctor who is willing to deliver her baby at home. She also believes that the baby would benefit from a gentle birth at home without the bright lights and impersonal characteristics of a hospital. She feels that if her baby is born at home and not separated from its parents, she, her husband, and the baby can establish a closeness which would not be possible in a hospital setting.

   Mary and Bill have not made a final decision about the baby's birthplace because Bill is opposed to home birth. He wants to get a second job to pay for the hospital bills. He wants his wife to go to a hospital where doctors supervise labor and emergency care is available.

   Their relationship has become tense because of this issue, and they would welcome a resolution.

2. Discuss or debate the issue as a class, arriving at a solution for Mary and Bill that can be supported. Use the questions below as a guide to your discussion or debate.

   a. Look closely at what is important to Mary in her birth environment. What does she want for herself and for her baby?
   b. What is important to Bill?
   c. Why do people choose to give birth outside the hospital setting?
   d. Both Bill and Mary feel strongly about their positions. Probably neither a home birth nor a conventional hospital birth setting will be acceptable. Look for alternatives that are safe and acceptable to Bill and Mary.
   e. How might care and environment vary with these options?
      - Inside the hospital—family-centered labor and delivery unit or alternative birth room in the hospital
      - Outside the hospital—birth center at the home or a doctor's clinic

3. Investigate the birth arrangements in your community.

---

[7] This activity was developed by Connie Sickafoose, American Society for Psychoprophylaxis in Obstetrics; certificated childbirth instructor.

Activity Four/**Bonding and Word Search**[8]

The student will be able to:

- Explain concepts of bonding.
- Recognize actions that bond family members.

Introduction

The definition of *bonding* is the forming of close specialized human relationships such as those that link parent and child, husband and wife, or friend and friend.

Bonding begins between the mother and baby during pregnancy because the mother is the source of food, protection, warmth, stimulation, and affection. Bonding is a relationship that continues with the baby's birth as the parents and baby exchange messages with all of their senses: the meeting of their eyes, skin-to-skin contact, body warmth and movements, smell, and sound. The first minutes and hours of an infant's life being spent with the parents may be critical in initiating the nurturing responses that continue throughout the parent-child relationship.

Activities that promote bonding are as follows:

- Healthy, positive pregnancy
- Birth without anesthesia
- Father actively involved in the birth
- Breast feeding
- Rooming-in
- Sensory message exchanges such as stroking, touching, eye contact, smell, sound, and skin contact

Teacher's Directions

1. Divide the class into two groups. Instruct one group to talk to the other group when a signal is given to start. Members of this first group should smile and try to carry on a pleasant conversation. The second group is instructed to talk first but never to smile or gesture. Let the students talk to each other for five minutes.
2. Have the entire class discuss how each group felt in the situation. How is this situation similar to parent-child bonding?
3. Have the students see how many parent-child bonding activities they can find in the "Bonding Word Search" in this chapter. Look for words that show expressions of warmth and love.
4. Have the students discuss what family members can do to encourage bonding within their own families.
5. Have each student bring in a picture that shows family bonding. Use these pictures for a bulletin board whose theme is bonding.

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[8] This activity was adapted from a module written by Beverly Studer and Mary Ann Kline, Central Union High School District, El Centro.

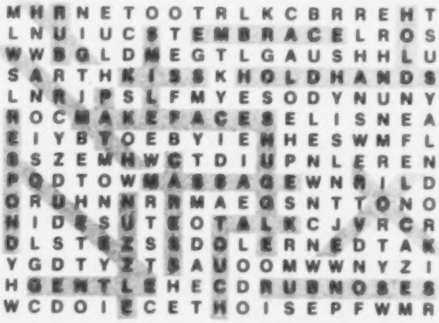
Bonding Word Search

Choose from these words:

Caress
Cuddle
Embrace
Gentle
Hold hands
Hold
Hug
Kiss
Love
Make faces
Massage
Nuzzle
Pat
Respond
Rock
Rub
Rub noses
Smile
Snuggle
Squeeze
Talk
Touch
Warmth

M H R N E T O O T R L K C B R R E H T
L N U I U C S T E M B R A C E L R O S
W W B G L D M E G T L G A U S H H L U
S A R T H K I S S K H O L D H A N D S
L N R I P S L F M Y E S O D Y N U N Y
R O C M A K E F A C E S E L I S N E A
E I Y B T O E B Y I E N H E S W M F L
S S Z E M H W C T D I U P N L E R E N
P Q D T O W M A S S A G E W N R I L D
O R U H N N R R M A E G S N T T O N O
N I D E S U T E O T A L K C J V R C R
D L S T E Z S S D O L E R N E D T A K
Y G D T Y Z T S A U O O M W W N Y Z I
H G E N T L E H E C D R U B N O S E S
W C D O I E C E T H O I S E P F W M R

Answers



M H R N E T O O T R L K C B R R E H T
L N U I U C S T E M B R A C E L R O S
W W B G L D M E G T L G A U S H H L U
S A R T H K I S S K H O L D H A N D S
L N R I P S L F M Y E S O D Y N U N Y
R O C M A K E F A C E S E L I S N E A
E I Y B T O E B Y I E N H E S W M F L
S S Z E M H W C T D I U P N L E R E N
P Q D T O W M A S S A G E W N R I L D
O R U H N N R R M A E G S N T T O N O
N I D E S U T E O T A L K C J V R C R
D L S T E Z S S D O L E R N E D T A K
Y G D T Y Z T S A U O O M W W N Y Z I
H G E N T L E H E C D R U B N O S E S
W C D O I E C E T H O I S E P F W M R

Activity Five/**Family Bonding—The Beginning**[9]

The student will be able to:

- Identify touch as important in bonding.
- Determine the importance of bonding to a family.

Introduction

An infant's contact with the external environment is through the body. If the infant's physical needs are quickly met—if he or she is touched, talked to, played with, and given affection as needed, the infant then will come to sense the world and its people as safe and dependable. Bonding techniques can be learned through an awareness of their importance and through practice.

Teacher's Directions

1. Give students two objects to touch, hold, and pass around the class. One object should be a soft, stuffed animal. The other should be an animal-like object made of wire mesh or sandpaper.
2. Ask the students to be aware of and to relate their feelings about each object.
   a. Which animal would you want to hold again?
   b. What emotions did you feel when holding the soft animal? The hard animal?
3. Show the film *Rockabye Baby,* a Time-Life film made in 1970 which presents experiments on the importance of touch.
4. Have each student write a definition of bonding.
5. Invite a new father to speak to the class as soon as possible after having shared the birth experience. Some new fathers will speak freely about the experience and their reactions and emotions as they saw and held their child (bonding) for the first time. If the father hesitates, be prepared with questions to help him teach the class about the advantages and disadvantages of the shared birth experience and the importance of bonding to a family.

   Questions to ask the father:

   - How did you feel about participating in the birth of your child?
   - Would you recommend this experience to other fathers?
   - How did you help your wife during the birth? Before the birth?
   - How did you feel when you first saw the baby?
   - How did you feel when you first held the baby?
   - When did you first feel like a family?
6. After the speaker leaves, have the students describe the bonding experience.
7. Give the students the work sheet "Guidelines for Parents and Family: Help Develop a Good Self-Concept Through Early Bonding Techniques." Have the students ask their parents whether they remember doing the activities listed.

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[9] This activity was adapted from a module written by Mary Ann Klise and Beverly Studer, Central Union High School District, El Centro.

Guidelines for Parents and Family

Help Develop a Good Self-Concept Through Early Bonding Techniques

1. Smile often at your baby.
2. Imitate your baby's facial expressions and attempts at language.
3. Touch, hold, and rock your baby often.
4. Hold your baby during feeding.
5. Answer your baby's cry quickly; respond to his or her needs.
6. Talk to your baby in soothing, pleasant tones.
7. Use music to relax your baby.
8. Include your baby in everyday family activities.
9. Allow for a flexible routine so that your baby will develop a feeling of security.
10. Make routine experiences such as diapering, bathing, and feeding pleasant experiences for your baby.
11. Make an attempt to use positive language with your child.

Remember that answering a child's cry promptly will *not* spoil your child but will instead develop a feeling of security for the child. If an infant's needs are not met over a period of time, the infant will stop crying because he or she has given up hope in the parent.

Section C/Children's Developmental Stages

The activities in this section will help the student develop abilities to:

- Identify basic developmental stages of children from birth through age five.
- Recognize that children think differently at different ages.
- Identify parents' information needs at each stage of parental development.
- Recognize some predictable actions of children at various ages.
- Review ways parents may react to children.

Key Generalizations

NOTE: These generalizations may be found on pages 9 and 10 of *Curriculum Design for Parenthood Education.*

1. Parents can better respond to a child's behavior if they understand developmental stages.
2. Each child is unique in growth patterns.
3. All development is sequential, but individuals grow at varying rates.
4. Piaget's research has increased our understanding of the sequence of intellectual development.
5. Understanding developmental growth stages assists parents in providing an environment for maximizing a child's development.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

   Activity One—Developmental Stages That Children Experience
   - Identify children's developmental stages.
   - Relate children's behaviors to developmental concepts or ideas.

   Activity Two—Basic Developmental Stages
   - Identify basic developmental stages of children from birth to five years of age.

   Activity Three—How Children Think—Piaget's Theories
   - Understand that children think differently at different ages.
   - Understand that children think differently from the way adults do.

   Activity Four—Children's Intellectual Development—Piaget's Theories
   - Recognize that children go through developmental stages in their thinking processes.

   Activity Five—Children's Actions and Parents' Responses
   - Recognize some predictable actions of children at various ages.
   - Review some ways that a parent may react to those actions.
3. Administer the post-test.

Pretest and Post-Test

Circle *T* if the statement is true or *F* if the statement is false.

T F 1. A developmental stage is a behavior that is learned.
T F 2. Some children may skip certain developmental stages.
T F 3. Children go through the developmental stages at the same rate.
T F 4. Success in one developmental stage is necessary for the child to proceed to the next stage.
T F 5. Adults go through developmental stages.
T F 6. Intuitive thought is the last, most advanced, level of intellectual development.
T F 7. The two operations of intellectual development determined by Piaget are conservation and reversibility.
T F 8. Children learn best from concrete experiences.
T F 9. Thought in children grows from actions, not words.
T F 10. Children's behavior patterns are predictable, even though children are individuals.

Answers: (1) F; (2) F; (3) F; (4) T; (5) T; (6) F; (7) T; (8) T; (9) T; (10) T.

Activity One/**Developmental Stages That Children Experience**[10]

The student will be able to:

- Identify children's developmental stages.
- Relate children's behaviors to developmental concepts or ideas.

Students' Directions

1. Read the developmental concepts listed below. Give two other examples of the developmental concept in the space provided.
   a. Parents who have a good understanding of child development and know the approximate order of development will usually be able to detect when a problem is serious and when it is simply delayed development. It is not important for the child to develop according to the same rate as other children of about the same age. However, it is important for the child to make progress in his or her own development.

      Your examples:

      (1) ______________________________

      ____

      (2) ______________________________

      ____

   b. Each individual develops within his or her own special time schedule.

      For example: Some children start to walk at nine months. Some walk at about two years. Each child is normal and healthy and operating on his or her own time schedule.

      Your examples:

      (1) ______________________________

      ____

      (2) ______________________________

      ____

   c. The successful completion of one stage usually provides a greater degree of success in future stages.

      For example: A baby who feels loved and learns to trust people usually will be able to give and receive love and trust as an adult.

      Your examples:

      (1) ______________________________

      ____

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[10] This activity was developed by Loretta Wilhelmsen and Jeanette Powell, San Ramon Valley Unified School District, Danville.

Students' Directions
(Continued)

(2) ____

____

d. A child needs to reach an appropriate physical development before a certain developmental stage can occur.

For example: A child needs to be physically able to control the elimination process before being potty trained.

Your examples:

(1) ____

____

(2) ____

____

e. A child's development is affected by his or her experience. The experience can be personal or through the observation of the behavior of others.

For example: A child who is interrupted during activities and speech will learn to interrupt adults in speech and activities.

Your examples:

(1) ____

____

(2) ____

____

f. Developmental stages occur throughout an individual's life. Adults' developmental stages may be emotional, social, or physical.

For example: Adults learn to let their children become independent as the children reach appropriate ages.

Your examples:

(1) ____

____

(2) ____

____

2. Share your examples with the class.

As a community service, prepare a window display in a toy store or prepare a community exhibit showing appropriate gifts for each age and stage of a child's development.

Activity Two/**Basic Developmental Stages**[11]

The student will be able to:

- Identify basic developmental stages of children from birth to five years of age.

Teacher's Directions

1. Reproduce the material "Most Common Age for Behavior to Appear" in this activity so that each student in class will receive a complete set of cards for sorting. The class may be divided into groups.
2. Cut cards on the broken lines and put them into separate envelopes for individual student use or into several envelopes for groups to use.
3. Distribute an envelope to each student or group of students.
4. Have the students sort the cards and place them under the appropriate age; e.g., birth to six months, six to twelve months, and so forth. The placement of cards by appropriate age can be recorded on butcher paper, ditto master, or chalkboard so that all students can see what others have done.
5. Have the students discuss the following:
    a. Developmental stages that students agree belong to a particular age group
    b. Developmental stages that students place in different age groups (Emphasize that individuals develop at various rates, causing the wide age variation within developmental stages.)

As a community service, have students present demonstrations at a local shopping center or toy store on selecting gifts for children based on children's developmental stages.

---

[11] This activity was developed by Sue Chelini, Tamalpais Union High School District, Larkspur; and Pat Nolcox and Mary Snyder, Los Angeles Unified School District.

Most Common Age for Behavior to Appear

Birth to Six Months	*Six to Twelve Months*	*Twelve to Eighteen Months*
Smiles	Sits up	Grabs toys
Grasps spoon	Picks up small objects	Starts to talk
Laughs	Shies away from strangers	Holds cup steady
Rolls over	Pulls self to a standing position	Feeds self
Recognizes mother's and father's voices	Walks holding on to furniture	Walks
Turns toward sound	Finger feeds self	Picks up small objects with thumb and forefinger
Sleeps through the night usually	Realizes things still exist when out of sight	Climbs on low chairs and tables
Makes eye-to-eye contact	Says first word	Creeps upstairs

Most Common Age for Behavior to Appear (Continued)

Eighteen to Thirty Months	*Two and One-Half to Three and One-Half Years*	*Three and One-Half to Five Years*
Negativity increases	Has a good imagination	Plays cooperatively with other children
Scribbles	Becomes toilet-trained	Cuts with scissors
Puts two or more words together when speaking; starts to talk in short sentences	Climbs	Becomes very social
Remembers favorite books	Puts together puzzles of 10 to 25 pieces	Catches large ball
Slaps, fights, kicks, resists	Scribbles and starts to draw shapes	Puts together puzzles of 15 to 30 pieces
Plays beside other children—parallel play	Begins to dress self	Prints and recognizes some letters
Remembers and can follow two requests	Talks in short sentences	Starts to count
Eats with a spoon	Asks questions	Watches parents and role plays

Activity Three/**How Children Think—Piaget's Theories**[12]

The student will be able to:

- Understand that children think differently at different ages.
- Understand that children think differently from the way adults do.

Teacher's Directions

1. Assign each student to try at least one of the following conservation experiments with at least two children. (The children will be from two to eight years old.) Attempt to have every age group represented.

   Experiment One

   a. Pour equal amounts of liquid into two identical measuring cups. Ask the child to confirm that both cups contain the same amount of liquid.
   b. Pour liquid from one cup into a tall, thin glass and liquid from another cup into a short, fat glass while the child is watching.
   c. Ask the child, "Now which glass has the most?"
   d. Record what the child answered.
   e. Prepare a class chart on butcher paper of the results of the students' individual records.

   Below is a sample of the chart format. (Check the column for the child's response, whether the first or second amount was perceived as larger, or whether both amounts were perceived as the same.)

	Names of children	*Tall container has more.*	*Short container has more.*	*Both are the same.*
Two-year-olds				
Three-year-olds				
Four-year-olds				
Five-year-olds				
Six-year-olds				
Seven-year-olds				

NOTE: The chart should have one line for each child in each age group. Continue the chart through age seven. A similar chart could be used for activities two and three.

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[12] This activity was developed by Sue Chelini, Tamalpais Union High School District, Larkspur; and Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Teacher's Directions
(Continued)

Experiment Two

a. Measure two strings of equal length.
b. Confirm with the child that the strings are the same length.
c. Pick up the strings and then lay them out again so that one is straight and the other is in a zigzag or circle position.
d. Ask the child which string is longest.
e. Record the answer.

Experiment Three

a. Make two equal balls of clay.
b. Confirm with the child that both balls are the same amount.
c. Pick up one ball while the child is watching, and roll it into a wiener shape.
d. Ask the child, "Which has more clay now?"
e. Record the answer.

2. Discuss the following:
   - At what age did *some* of the children begin to say that the amounts were the same?
   - At what age did *most* of the children say that the amounts were the same?
   - Why do you think the children did not realize the amounts were the same at the younger ages?

     According to Piaget's theories of conservation, children do not think as adults do. They do not recognize that a change of position, shape, or grouping does not mean a change in amount. This is important to understand because children may think they are being cheated if they get the short glass or the broken cookie.

     No amount of explanation will help because the child's thought process is limited to what can be seen.
3. Have each student try the following reversibility experiment with one or more children between the ages of two to eight years.

   Experiment Four

   a. Take an empty paper tube, such as one for wax paper, paper towels, aluminum foil, and so forth.
   b. Put three little matchbox cars into the tube in an order such as red—first, blue—second, and green—third.
   c. Now turn the tube around, making sure that the child watches you turn it.
   d. Ask the child, "Which color car will come out first?"
   e. Have each student record the child's answer.
4. Discuss the following:
   - Determine at about what age the children realize that the last car in is the first car out when the tube is reversed.
   - Why do the young children not realize that the last car out is the first car in?

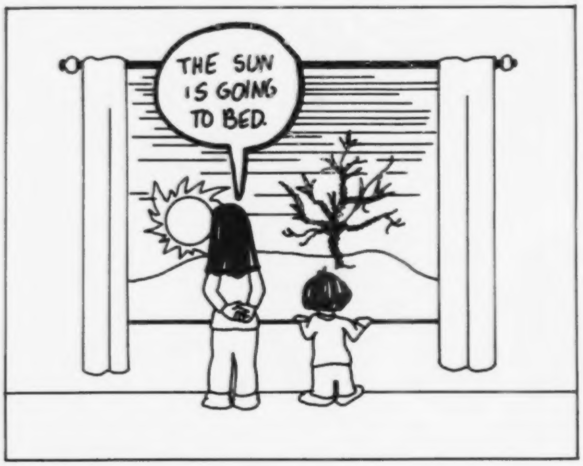
     According to Piaget's theory of reversibility, children cannot think through problems logically. They see things only as they happen.

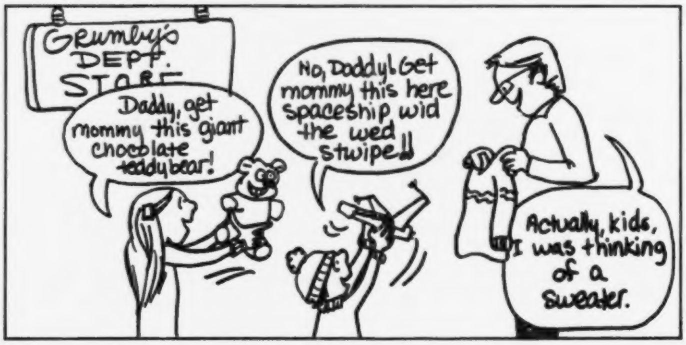
Teacher's Directions
(Continued)

They cannot see inside the tube; so they cannot predict what will happen when the tube is reversed.

5. Have each student try the following experiment in egocentrism with one or more children two to eight years of age:
   a. Collect five items (three appropriate for a child to play with and two appropriate for an adult).
   b. Arrange the items on a table, and ask the child to choose a present for his or her parent.
   c. Record the child's age and what the child selected.
6. Discuss the following:
   - At what age does the child realize that the parent would select the adult gift?
   - Why do you think children select the child's present for the adult?

   According to Piaget's theory of egocentrism, children view the world in relation to what they personally experience. They cannot place themselves in another person's shoes.
7. Have students determine the Piaget theory being illustrated in each of the following cartoons:


THE SUN IS GOING TO BED.


Grumby's DEPT. STORE
Daddy, get mommy this giant chocolate teddy bear!
No, Daddy! Get mommy this here spaceship wid the wed stwipe!!
Actually, kids, I was thinking of a sweater.

Activity Four/**Children's Intellectual Development—Piaget's Theories**[13]

The student will be able to:

- Recognize that children go through developmental stages in their thinking processes.

Teacher's Directions

1. Divide the class members into pairs.
2. Have each pair play at least two of the following card games:
    a. Old maid
    b. Fish
    c. Gin rummy
3. Have the students record a list of skills necessary to play each game.
4. Share the lists with the other students.
5. Have students identify which game is the easy one and which is the hard one and tell why.
6. Present the following information about intellectual development to students:

According to Piaget, the intellectual developmental stages of classification are as follows:

Ages one through four: Develop the ability to classify; children usually play with objects.

Ages four through six: Can match two things that are alike. (Old Maid)

Ages five through seven: Can match all things that are alike. (Fish)

Ages seven and older: Realize that things can be in two categories at same time. (Gin rummy)

It is important to understand that children go through stages of intellectual development. They cannot be taught the next stage. They learn and grow when they have a wide experience at the stage they are in. Parents need to be aware that their child's developmental level affects skills in mathematics and language in school. For example, recognition of letters, reading, spelling, and understanding abstract mathematical ideas may be beyond a child's developmental level. When the child reaches that level of development, these abstractions are easier to understand.

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[13] This activity was developed by Sue Chelini, Tamalpais Union High School District, Larkspur; and Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Activity Five/**Children's Actions and Parents' Responses**[14]

The student will be able to:

- Recognize some predictable actions of children at various ages.
- Review some ways that a parent may react to those actions.

Introduction

It is difficult to generalize regarding the actions of children and the responses of parents. Some children's behavior, however, is relatively predictable. Understanding the developmental stage of the child at the time of the action may help parents determine the correct response.

Students' Directions

1. Use the "Action and Response Chart" in this activity.
2. Determine an age range; and record it in the first column. Consider the actions of children in this age range that appear to challenge parents. Write these actions in the second column.
3. Complete the column labeled "Inappropriate Adult Response."
4. Discuss and complete the column "Child Action" by answering these questions: (a) Is this behavior a developmental stage? (b) Is the age range appropriate to the behavior?
5. Discuss and complete the last column, "Appropriate Adult Response," offering one or more responses that are likely to be effective.

As a community service, have students provide a children's birthday gift-purchasing service for single parents, working parents, the elderly, or handicapped. This consumer service could be developed for presentation in the consumer education event of competitive recognition events.

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[14] This activity was developed by Loretta Wilhemsen and Jeanette Powell, San Ramon Valley Unified School District, Danville.

Action and Response Chart

Age	*Child action*	*Cause*	*Inappropriate adult response*	*Appropriate adult response*
0 to 2 months	Be awake during night.	Want to eat.	Become fatigued and angry.	Rest when opportunity arises, and share responsibility of infant care. Expect baby to awaken.
6 to 9 months	Pick up and drop object.	Drop spoon or other object repeatedly. Think everything is a game.	Become angry.	Stop playing game.
6 months to 2 years	Be aware of other children and infants.	Cry when other children cry.	Become angry.	Remove crying child.
8 to 18 months	Creep, crawl, and walk.	Get into things and explore.	Become angry and spank.	Remove dangerous and valuable objects, and lock cupboards.
1 to 3 years	Learn to use a cup.	Spill milk.	Become angry, punish.	Do not fill glass. Use spill-proof glass.
1½ to 2½ years	Learn to assert own will.	Say no, no.	Become angry. Parents believe child is stubborn and willful.	Avoid yes and no questions. Say, "It's time to . . . ."
2 to 3 years	Learn to use bathroom.	Have wet and dirty pants.	Become annoyed at having to clean child and diapers. Expect child to have control before physically able.	Wait until child is ready, and have facilities appropriate for child and model behavior.
2 to 8 years	Learn to sleep in the dark.	Need night light.	Belittle, turn off light, shut door.	Use night light. Have hall light on and door open.
3 to 5 years	Learn to do things for self.	Dress, walk, eat, clean up slowly.	Become angry and rush child.	Schedule time for child to be independent.
3 to 6 years	Learn language.	Want you to repeat stories and games over and over.	Become bored or impatient.	Have children help with the story. Understand that children love repetition.
5 to 7 years	Test adult responses and get attention.	Say "bathroom" words.	Become angry and upset; punish the child.	Ignore or calmly explain appropriate words and proper tones.

Section D/Parenting Techniques

The activities in this section will help the student develop abilities to:

- Understand that a child learns from a role model.
- List five rights children should expect from their parents.
- Recognize and give examples of the three main types of discipline.
- List five alternatives to disciplining children.
- Identify ways to gain cooperation from children.
- Appreciate that parenting requires both making difficult decisions and accepting responsibility.
- Explain the emotional stages that the parent of a handicapped child experiences in accepting the disablement.
- Recognize ways families adjust to a member who is handicapped.

Key Generalizations

NOTE: These generalizations may be found on pages 10 and 11 of *Curriculum Design for Parenthood Education.*

1. Parents teach by providing a role model for their child.
2. Development of communication skills by the young child can be encouraged by a knowledgeable caretaker or parent.
3. Skills in communication with children contribute to the development of a positive self-concept and self-control.
4. The treatment one gives a child will have an effect on the child's self-image and behavior.
5. A philosophy of discipline is basic to the guidance of young children.
6. Behavior is problem behavior if it interferes with a child's well-being by interfering with health and safety, social acceptance and adjustments, mental growth, and feelings of self-esteem.
7. A handicapped family member can increase the stress level on other family members.
8. The greatest liability suffered by handicapped children is a limitation of their aspirations to adult roles; this liability is often greater than the actual physical limitation.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

   Activity One—A Child Learns Through Living
   - Understand that a child learns from a role model.

   Activity Two—Youth Bill of Rights and Responsibilities
   - List at least five rights children and youths should be able to expect from their parents.
   - List at least five responsibilities children and youths must assume to maintain their rights.

Activities
(Continued)

Activity Three—A Comparison of Three Types of Discipline
- Identify three common forms of discipline.
- List examples of each form.

Activity Four—Alternatives to Yelling or Spanking
- List at least five alternatives for disciplining the child.

Activity Five—How to Gain the Cooperation of Children
- Identify ways to gain the cooperation of children.

Activity Six—Behavioral Problems in Children and Possible Responses
- Determine appropriate responses to prevent behavioral problems in children.

Activity Seven—How Today's Discipline Becomes Tomorrow's Behavior
- Recognize the changes in adult expectations as children mature.

Activity Eight—Listening to a Young Child
- Evaluate listening skills in conversations between an adult and a child.

Activity Nine—Parents' Decisions and Responsibilities
- Appreciate that parenting requires both making difficult decisions and accepting responsibility.

Activity Ten—After the Shock
- Explain the emotional stages that the parent of a handicapped child may experience in accepting the disablement.

Activity Eleven—Why? A Handicapped Child in the Family
- Identify pressures felt by families with handicapped children.
- Explore personal attitudes toward the handicapped.
- Recognize ways that families adjust to a handicapped member.

Activity Twelve—A Walk in Another Person's Shoes: Learning and Communicative Handicaps
- Develop awareness of learning and communicative handicaps.
- List the kinds of programs available for students who are educationally and perceptually handicapped.

3. Administer the post-test.

Pretest and Post-Test

1. List five rights children should expect from their parents:

   a.

   b.

   c.

   d.

   e.

2. Name three types of discipline, and give an example of each:

	Type	Example
a.		
b.		
c.		

3. List five alternatives to yelling and screaming when disciplining a child:

   a.

   b.

   c.

   d.

   e.

4. What are three things an adult should do when listening to a child?

   a.

   b.

   c.

5. Complete the open-ended sentence:

   "If I had a brother or sister with a handicap, I ______________________________

   ____."

6. Name two ways families of children with handicaps adjust to having a handicapped member:

   a.

   b.

Answers: (1) open; (2) page 182; (3) page 184; (4) page 194; (5) page 196; (6) pages 197-98.

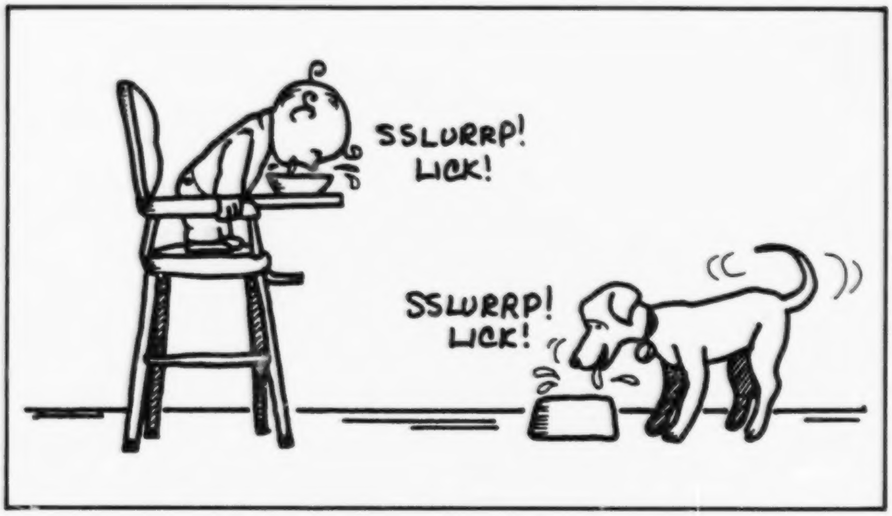
Activity One/**A Child Learns Through Living**[15]

The student will be able to:

- Understand that a child learns from a role model.

Introduction

Babies are born with the ability to do some things at birth; however, most developmental tasks are learned. They watch, listen, feel, and learn about everything around them. A baby can sense if the person holding him or her is comfortable. Babies know when the people around them are angry. What children see is what they learn. It is extremely important that the caretakers, or people around the child, be good models. They show a child by example how something is to be done, rather than just tell the child with words.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Students' Directions

1. Fill in the blanks with what you think the child will learn:
   CHILDREN LEARN WHAT THEY LIVE.
   If a child lives with:

   Criticism, the child learns to: ______________________________

   Hostility, the child learns to: ______________________________

   Ridicule, the child learns to be: ______________________________

   Jealousy, the child learns to feel: ______________________________

   Tolerance, the child learns to be: ______________________________

   Encouragement, the child learns: ______________________________

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[15] This activity was adapted from a module developed by Nancy Szydelko, Sanger Unified School District.

Students' Directions
(Continued)

Praise, the child learns: ________________

Fairness, the child learns: ________________

Security, the child learns: ________________

Approval, the child learns to: ________________

Friendship, the child learns to find love in the world.

2. Discuss your answers with other members of the class.
3. Compare your answers with the poem below by Dorothy Law Nolte.

Children Learn What They Live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with jealousy,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

"I'm practicing to be a daddy."

4. Observe children at home or in a play situation. Write down something that you see the children doing that they learned by watching an adult (role modeling).

   Example:

   A child in a playhouse is talking on a toy telephone and says, "Try to be home on time for dinner!"

Activity Two/**Youth Bill of Rights and Responsibilities**[16]

The student will be able to:

- List at least five rights children and youths should be able to expect from their parents.
- List at least five responsibilities children and youths must assume to maintain their rights.

Students' Directions

1. Divide the class into small groups of four or five students each; make a list of at least ten things your group believes children and youths should be able to expect from their parents.
2. Share your group's list with other groups in the class.
3. Make a list of five rights most important to you after listening to and discussing these rights. Remember, these are rights you believe you should be able to expect from your parents.
4. List the responsibilities required of *you* to have these rights, after selecting the five rights most important to you.
5. Share these rights and responsibilities as a class; prioritize and agree on a "Youth Bill of Rights and Responsibilities."
6. Develop a list of parents' rights and responsibilities, using this same method.

To reinforce classroom learning, have students write a newspaper editorial page article for the school or community newspaper based on the "Youth Bill of Rights and Responsibilities." Follow up by conducting a school or community opinion poll on "What Are the Rights and Responsibilities of Youth?"

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[16] This activity was adapted from a module developed by Mary Ann Klein, Central Unified School District, El Centro.

Activity Three/**A Comparison of Three Types of Discipline**[17]

The student will be able to:

- Identify three common forms of discipline.
- List examples of each form.

Teacher's Directions

1. Have the students list methods of controlling children which they have used or they have observed being used.
2. Discuss the methods students listed for controlling children. Put a + beside each method that is a positive form of discipline and a − beside a negative form of discipline.
3. **Have the students complete the "Types of Discipline" chart in this activity. Discuss the answers. See "Comparison of Three Common Types of Discipline" on the following page.**
4. **Have the students complete the "Discipline in My Life" chart on page 183. Evaluate the effectiveness of different types of discipline.**

Students' Directions

1. Select a book on child development, child psychology, or a dictionary to find definitions of the three types of disciplines listed below:
   a. Authoritarian discipline
   b. Permissive discipline
   c. Democratic or developmental discipline
2. Fill in the following chart to show how parents would get their teenager to do the three activities listed below using authoritarian, permissive, and democratic or developmental disciplines:

Types of Discipline

How would the parents get their teenager to:	*Authoritarian discipline*	*Permissive discipline*	*Democratic or developmental discipline*
1. Clean his or her room.			
2. Eat well-balanced meals.			
3. Do his or her homework.			

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[17] This activity was adapted from a module by Mary Snyder, Los Angeles Unified School District.

Comparison of Three Common Types of Discipline

Questions regarding discipline	*Authoritarian*	*Permissive*	*Democratic*
What is the purpose of the type of discipline?	Unquestioned obedience of the child is required.	Complete freedom of the child is allowed.	Control from within the child is the outcome desired.
By whom is the discipline furnished?	A parent or other adult disciplines from "without."	The child provides the discipline; no control or authority is given.	The parent, other adult, or child provides the discipline from "within."
What education takes place?	Little emphasis on explanation is given. The child is expected to accept rules unquestioningly.	Few rules and little guidance or explanation are given.	The major emphasis is on explaining the meaning of rules and repeating them until the child learns them.
How are rewards used?	Rewards are avoided for fear of spoiling the child.	The child is expected to derive satisfaction from the social approval that good behavior brings.	Praise is used lavishly for right behavior or attempts on the child's part to do what she or he knows is expected.
How is punishment used?	Emphasis is on corporal punishment for misbehavior. No attempts are made to find the reason for the misbehavior or if it was intentional.	The child learns from consequences of the act that she or he has done the wrong thing.	This is reserved for intentional misbehavior. The child is given an opportunity to explain why she or he misbehaved before being punished. Corporal punishment is used infrequently. Instead, emphasis is placed on punishment related to misbehavior.
What learning on the part of the child does the discipline foster?	It develops expectations of complete protection and decision making by adults. Obedience occurs through fear and habit, not understanding of the situation.	The child may think only of himself or herself and disregard others. He or she may become aggressive.	The child learns to work with others; to respect the ideas, rights, and feelings of others; and to think for himself or herself.
What kind of person may result from the type of discipline?	One who may be: • Rebellious • Dependent on others • Submissive to others	One who may be: • Confused • Lawless • Independent	One who: • Comes to wise decisions for himself or herself • Keeps in mind the rights of others

Discipline in My Life

In the first column (Act), list four things for which you remember being disciplined. Using the "Comparison of Three Types of Discipline," complete the chart below.

Act	*Discipline*	*Type*	*How I Felt at the Time*	*Results: What did I learn? How did my behavior change?*
Example: I was angry so I threw a book through the window.	I decided with my parents that I would pay with my money for the window.	Democratic	It was fair. I was angry with myself.	I learned that I am responsible for my behavior. I will be very careful not to lose self-control again.

Activity Four/**Alternatives to Yelling or Spanking**[18]

The student will be able to:

- List at least five alternatives for disciplining the child.

Students' Directions

1. List five things that young children do that annoy or irritate you the most.
2. Read "Alternatives to Discipline" in this activity. Select an appropriate alternative for each problem.
3. Complete the chart "Observation of Dealing with Children with Unacceptable Behavior" in this activity.

Alternatives to Discipline[19]

1. Use the time-out. Have the child sit in a chair in a neutral location. Set the kitchen timer. The parent does not make comments or nag about the child's behavior. The child has a quiet time to consider his or her behavior that caused the time-out.
2. Intervene in situations only when the child loses his or her self-control or abuses another child. Redirect the child to another activity to use up his or her excess anger and energy.
3. Redirect children who are noisy to quieter activities. The parent has the right to determine acceptable noise levels.
4. Determine children's turns using a toy by picking a number from one to ten; limit the time each child uses a toy.
5. Have one child divide a treat or a toy and give the other first choice when a treat or toy (like blocks) needs to be divided.
6. Isolate yourself if you are being an irrational adult because you are upset.
7. Take away a privilege when a rule is broken.
8. Try role-playing; take opposite roles in a dispute so that a child has a chance to see how an adult feels.
9. Teach children to use words to work out agreements and compromises.

Have the students plan and conduct a teach-in for the PTA, preschool parents group, or teen parenting class on effective ways to communicate with children or on alternatives to discipline. This activity can provide an opportunity for leadership development.

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[18] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

[19] Carole and Andrew Calladine, *Raising Siblings.* New York: Delacorte Press, 1979. Reprinted by permission of William Morris Agency, Inc. Copyright © 1979 by Andrew and Carole Calladine, pp. 143-144.

Observation of Dealing with Children with Unacceptable Behavior[20]

Name: ____________________

Period: ____________________

Setting: ____________________

Child's age: ____________________

Child's behavior	Parent's or teacher's techniques in handling behavior

Do you think the parent or teacher understood the child's feelings?
Would you have handled the child or the situation differently? How?

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[20] Reprinted by permission from *Careers with Children Curriculum Guide*. Los Angeles: Los Angeles Unified School District, 1979.

Activity Five/**How to Gain the Cooperation of Children**[21]

The student will be able to:

- Identify ways to gain the cooperation of children.

Teacher's Directions

Provide the following information to the students:

Gaining Positive Responses from Children

a. *Use a quiet, confident tone of voice when you speak to a child.* If you speak quietly, a child will respond better to you than if you raise your voice and speak in a commanding tone.

b. *Give specific directions; use as few words as possible.* A demonstration may be more effective than words. When limits are necessary, they should be clearly defined and consistently maintained. Too much talking results in the child's not paying attention to what you are saying.

c. *Give children plenty of time.* Children often resist, if hurried. Perhaps there has not been time to park a truck where the child wants to leave it. We can respect this purpose without encouraging children to "stall." If the child thinks of one thing after another to delay, explain that he or she will *need* to come inside. Then quietly take the child's hand and go inside.

d. *You must honor any choices you give a child.* Avoid: "Do you want to come in now?" "Do you want to put your sweater on?" Instead, try this: "Do you want to come in now, or would you rather throw the ball one more time?" Or this: "Do you want to put on your sweater to go outside, or stay in to play a while?"

e. *Make your suggestions positive.* State what you want done rather than what you do not want done. Avoid using the word *don't*. You will get better results if you say "Ride around the table," instead of, "Don't bump into the table." Reinforce your suggestions to follow through, if necessary.

f. *Interest the child in desirable behavior.* Help children by making desirable behavior seem more interesting and fun. Example: "Let's pretend we're delivery agents when we put the blocks away in the wagon." You may help by giving a child something to look forward to, after completing a task, by saying, "As soon as you have washed your hands, we can have a snack."

g. *Encourage the child to be independent.* Allow enough time for the child to dress for the outdoors without assistance. Help a child only when needed to put on clothes that are hard to put on. Let a child wipe up spilled juice or water, even though you may have to go over the spot afterwards.

h. *Encourage children who are playing together to cooperate with and enjoy other people.* Children will more likely become considerate if their experiences with others have been pleasant. They will not have fun if they are scolded for mistakes. Do not

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[21] This activity was adapted by Erma Jean Crider, Sanger Unified School District, from a module developed by Mary Snyder, Los Angeles Unified School District.

Teacher's Directions (Continued)

make comments such as, "It's naughty to hit," or, "You must not be selfish with the toys." A child will want to play alone to avoid trouble if these directions are repeated often. They will not learn to like others, either, if we say to them, for example, "See if you can get dressed faster than John." Competition can create conflict and cause hurt feelings.

i. *Be sure that the child understands clearly why discipline is being administered, if it becomes necessary to discipline him or her.* Be calm, consistent in your requirements, and appreciative of efforts and progress the child makes in the right direction. When an incident has been dealt with, it is over. Receive the child affectionately, and do not refer to past misdeeds unless absolutely necessary. Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior as "naughty" or "bad" or "selfish."

j. *Spotlight behavioral consequences.* In spotlighting consequences, try to discuss the child's behavior in a nonjudgmental way, and encourage the child to think about his or her impact on people, objects, and events. Focus on developing the child's consideration of cause/effect relationships. For example, if a child continually damages toys, take him or her aside and discuss what will happen if all the toys get broken.

k. *Give a breather.* Occasionally it is necessary to remove a child from a provoking situation. The removal, or "breather," is a neutralizing, temporary event that is ended when a child indicates that she or he has the desire and control needed to reenter the group.

l. *Restrain behavior.* When children are angry and their actions are potentially dangerous to themselves or others, restraint may be the only workable approach. For example, two children are fighting. Part them, but hold the one who will not stop until she or he calms down.

m. *Interact at the child's height level, if possible.* Stoop or sit on a low chair, so that the child can see your face. Then speak directly to the child. (Do not try to communicate with the child across the room.) Be an attentive listener. Ask questions to show interest in what the child is saying.

n. *Forestall unacceptable behavior.* Learn to foresee and prevent rather than "mop-up" after a difficulty. Be alert to the total situation. Sit or stand, so that you can see what the child is doing. For example, put milk into a small pitcher for the child to use, rather than in a large milk carton.

o. *Find ways to revise plans when all else fails.* Laugh a bit, and just say, "This is not my child's day!"

Students' Directions

1. Rewrite the following situations in a positive way using "Gaining Positive Responses from Children" in this activity. (The alphabetical listing of "Gaining Positive Responses from Children" corresponds to listings in the following situations):

Students' Directions
(Continued)

a. Yelling across the room, "Johnny, come here!"
b. "Will you go get that thing in the kitchen for me? It's on the upper shelf."
c. "Let's clean up your food before we turn on the television."
d. "Billy, would you like to wash your hands before dinner?"
e. "Don't touch that! That's a no-no!"
f. Nancy is running around the room interrupting other children's play.
g. Mother dresses her four-year-old child.
h. "Johnny drew a beautiful picture. See if you can do one that nice."
i. "Bad girl! Go to your room right now!"
j. Betty has torn pages out of three story books.
k. "I don't want to have to tell you to stop picking on your brother one more time, or else!"
l. A child is running around hitting other children. You have asked him to stop, but he continues to do it.
m. Mother is standing up and telling Sue that she cannot hit people.
n. Two children are trying to get on the tricycle at the same time.
o. Jimmy stayed up late the night before when Grandma came to visit. Mother demands, "Stop crying," as she puts him in the car with her to run errands.

2. Observe and write down two examples of teens or adults using one of the methods of gaining positive responses from children. Share your observations with class members.
3. Practice using positive responses with children.

Activity Six/**Behavioral Problems in Children and Possible Responses**[22]

The student will be able to:

- Recognize the changes in adult expectations as children mature.

Introduction

Behavioral problems may be the result of inappropriate direction or requests by the parent or teacher. Appropriate responses foster positive feelings in both the adult and child.

Students' Directions

1. Read "Situations and Responses" on the following pages. Write what you think might be the results of each approach.
2. Circle the most appropriate positive response, after completing the form.

Activity Seven/**How Today's Discipline Becomes Tomorrow's Behavior**[23]

The student will be able to:

- Determine appropriate responses to prevent behavioral problems in children.

Students' Directions

1. Brainstorm a list of characteristics that parents might find desirable in their small child (independence, honesty, obedience, and so forth).
2. Complete the chart "Desirable Characteristics for Small Children" on page 192.
3. Answer these questions:
   a. Are the lists in different order?
   b. Why is this true?
   c. How does the way you are treated as a child affect the adult you become? Example: If you are never allowed to make a decision as a child, how can you make decisions as an adult?
4. Read "Candy or Diamonds" (an article that appeared in *The San Francisco Chronicle*).
5. Describe, in your own words, the effect the parents' behavior may have on the child's future adult behavior and attitudes.
6. Give an example of behavior that parents discourage in children but admire in adults.

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[22] The material in this activity was used by permission from: *Careers with Children Curriculum Guide.* Los Angeles: Los Angeles Unified School District, 1979.

[23] This activity was written by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Situations and Responses

Situation A: It is music time for the children.

The teacher decides which songs the class will sing.	One vocal child makes repeated suggestions; others are silent. This child makes the choices.	The teacher encourages each child to express an opinion while others listen. Majority chooses.
The resulting child behavior is:	The resulting child behavior is:	The resulting child behavior is:
How would the child feel?	How would the child feel?	How would the child feel?

Situation B: It is time for snacks. The children have been playing hard, and many playthings are scattered about the area.

The teacher says, "You may not have your snack until you put away all your toys."	The children go to wash and then to the snack table. The teacher picks up the toys.	The teacher sings "Pick Up" song and encourages children to join in singing and picking up toys.
The resulting child behavior is:	The resulting child behavior is:	The resulting child behavior is:
How would the child feel?	How would the child feel?	How would the child feel?

Situations and Responses (Continued)

Situation C: Tom and Harry, both aged four-and-one-half, are fighting over a ball.		
The teacher decides that since Tom has not played with the ball that day, he will have it.	The teacher allows Tom and Harry to fight, knowing Harry will win, because he is larger and stronger, and Tom will give up.	The teacher talks with Tom and Harry, telling them that she understands how upset they are. She encourages them to decide how to settle the dispute so that each feels the solution is fair.
The resulting child behavior is:	The resulting child behavior is:	The resulting child behavior is:
How would the child feel?	How would the child feel?	How would the child feel?

Desirable Characteristics for Small Children

List the ten most desired characteristics of a small child in order of priority.	*Rearrange the characteristics in order of priority for a teenager.*	*Rearrange the characteristics in order of priority for an adult.*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Candy or Diamonds—The Deciding Factor[24]

By Nickie McWhirter

He was about four or five years old, dressed in the uniform of his rank: tiny imitation Adidas, Spiderman T-shirt, baby blue jeans and a sober look. He was inspecting the candy display at a drug store.

"Make up your mind," said his mother. His eyes swept from the Milk Duds over Hersheys and Baby Ruths to M&Ms and Mounds. "Hurry up," said Mom. "We have to go." The eye movements quickened and the hint of a frown appeared on the small forehead.

Mom reached for M&Ms. "Take these," she said.

"Wait!" he wailed.

"Well, what?" she said. He was still into rapid eye sweeps. "We'll take this," Mom said forcefully. She snatched up the box of M&Ms, pushed it in the general direction of Spiderman and simultaneously deposited change on the counter. They were out of the door in a muffle of small-boy protests and big-Mama assurances that, "You like these. We haven't got any more time to waste. Dad's waiting."

Small children have few choices offered them, when you think about it. Someone else decides what they wear and eat, when they sleep, where they play and with what or whom. This can go on for an amazingly long time, sometimes an entire lifetime. The decisive parent role is taken over successfully by teachers, friends, spouses, bosses, and finally by the now-grown children of the now-elderly parent.

Whenever I meet a wishy-washy, indecisive person, I wonder about the child he or she was. How many choices? How often rushing the process? How many triumphs or failures of decision? How often was a decision made for this person by someone else?

I had a great deal of decision training at a tender age. Grandmother, the Tyrant, was especially good at it. She had two favorite exercises. One involved a bakery a couple of blocks from her house. About once a week she handed me an appropriate amount of money and sent me off to the bakery for a half-dozen rolls. Sometimes it was cookies or cupcakes or breakfast rolls. It was always something involving choices. "Please get an assortment," she said.

"What's an assortment?"

"Many different kinds, but only six in all."

"Oh. OK."

It was an important assignment and I could string it out into an hour's work. I pondered everything in the case endlessly. What did I like? What did the Tyrant and Granddad like? Should I get two or three kinds or four of one kind and two of another? Decisions, decisions. I felt very decisive in that bakery. My mission was important to the family; the choices were mine. The baker probably considered me a pest. I don't remember that; I don't remember taking any criticism at home for my selections, either. I do remember eating a jelly-filled doughnut with vegetable soup and deciding it had not been a good idea.

What I am trying to illustrate is that the more opportunities we give a small child to exercise choice and practice small, seemingly unimportant, insignificant decision making, the stronger and more able to manage larger decisions he or she becomes.

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[24] From "Candy or Diamonds—The Deciding Factor," *The San Francisco Chronicle* by permission from Knight-Ridder Newspapers, Washington, D.C.

Activity Eight/**Listening to a Young Child**[25]

The student will be able to:

- Evaluate listening skills in conversations between an adult and a child.

Students' Directions

1. Read the following situations:

Scene: The kitchen of the Ramsey family, at 5:30 p.m., smells like fried chicken and hot rolls. Mom is peeling potatoes when four-year-old Julie comes into the kitchen.

Julie: Mommy, can I give my doll a bubble bath in the bath tub?

Mom: No, I'm busy now. (Mom does not turn around to see that Julie has her doll and a package of bubble bath. Mom sighs, as if she is tired.)

Julie: Mommy, my doll needs a bath now and I can do it myself.

Mom: Julie, don't bother me now. (Mom moves from the sink to the frying pan, still not noticing what Julie is doing.)

Julie: See, I can do it. My doll wants to smell good. (She sets the doll on the table and excitedly tears the bubble bath open. The bubble bath spills on the floor, and Julie's face now looks worried and upset.)

Julie: Oh! I spilled.

Mom: (Mom now looks at Julie and sees the unhappy child and the mess on the floor.)

2. Pretend you are the parent. How would you respond to Julie?
3. Use the checklist to evaluate the preceding situation.

Checklist for Evaluating Listening Skills

a. Did the adult make eye contact with the child? *Yes No*

b. Did the adult remain quiet while the child spoke? *Yes No*

c. Was the child able to state clearly what he or she needed? *Yes No*

d. Did the adult ask questions? *Yes No*

e. Was the child accepting of the parent's reaction to his or her request? *Yes No*

f. Did the adult give a reason for the answer to the child's request? *Yes No*

g. Was there evidence of an emotional reaction by the parent? *Yes No*

h. What was the emotion displayed by the child? ________________

i. How did the behavior of the parent help the child's understanding of his or her importance as a valuable human being?

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[25] This activity was written by Erma Jean Crider, Sanger Unified School District.

Students' Directions (Continued)

4. Record, in writing, a conversation between an adult and a young child. Attempt to recall the actual words used, and indicate the nonverbal communications (facial expressions, body positions, and so forth).
5. Use the checklist to evaluate the situation you recorded.

To provide an opportunity for personal development through application of the listening skills learned in class, have students plan and conduct an outreach project with the elderly, handicapped, shut-ins, youth, or single parents. Make regular personal contacts with these people. Members could listen and share with their "adopted" friend.

Activity Nine/**Parents' Decisions and Responsibilities**[26]

The student will be able to:

- Appreciate that parenting requires both making difficult decisions and accepting responsibility.

Students' Directions

1. Read "Evaluating Your Decisions" in this activity.
2. Write a letter to your future children explaining some of the actions you will take to help them become responsible adults.
3. Take your letter home and put it away in a safe place (your box of treasured mementos, a photo album, even the family safe deposit box).

Evaluating Your Decisions[27]

Think for a few minutes of the times you have been angry with your parents.

1. Was your anger caused because you were not allowed to do something you wanted to do?
2. Was your anger caused because your parents asked where you were going and what you were going to do?
3. Were you angry because your parents set a time to be home?
4. Were you angry because your parents were concerned about some of your friends?
5. Were you angry because your parents made you return something you should not have?
6. Were you angry because your parents made you clean your room or do the dishes?
7. Were you angry because your parents' rules and expectations were different from those of other parents?
8. Were you angry because your parents would not let you have something you wanted?

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[26] This activity was adapted from a module written by Nancy Szydelko, Sanger Unified School District.

[27] This material was developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

Students' Directions (Continued)

There is a delicate balance between:

- Giving your child the freedom to choose *and* making decisions for the child
- Making excuses for the child *and* accepting the child as he or she is
- Protecting a child *and* allowing the child to make mistakes and experience hurt
- Helping a child to solve his or her challenges *and* allowing the child to learn to stand alone
- Allowing the child to do what he or she wants *and* being firm and consistent with rules and expectations

These are some of the decisions a parent must make. These decisions are sometimes painful to the parent and child. Loving a child means accepting the responsibility for these decisions for the ultimate good of the child and the family.

Activity Ten/**After the Shock**[28]

The student will be able to:

- Explain the emotional stages that a parent of a handicapped child may experience in accepting the disablement.

Students' Directions

1. Complete the two statements:
   a. When I see a baby with a handicap, I ____________________
   ____
   b. If I had a child with a handicap, I ____________________
   ____
2. Share your statements with the class.
3. Read the article "After the Shock—Coping with Autism" in this activity.
4. Interview parents of special students, or invite a group of parents of children with a handicap to visit your class. Have the parents respond to the 11 stages described in the article. Do they feel these stages are accurate?
5. Arrange to visit a school for handicapped children.

As a community service and leadership activity, have students research, develop, and distribute a flyer listing special services available in the community and/or county for families of the handicapped.

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[28] This activity was written by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

After the Shock—Coping with Autism[29]

By Ruth Harris Swaner
Mrs. Swaner lives in Smithfield, Utah.

Finding out your child is handicapped is one thing. Accepting it is another.

When I was told my six-month-old son had a "neurological problem," I reacted like most would, with shock.

A physician had noticed the way my child flailed his hands and suggested there might be problems. That was the shocker, to even think there was something wrong. That set me on a path leading from denial to acceptance—a path I still retrace occasionally in coping with the problems of my son.

Looking back on the ups and downs, I realize that it really was not the problems posed by my son that I had to learn to cope with, but with myself. The problem was with me and my feelings about myself. That was the turning point: a realization that I had to explore my own feelings and that I could ask for help.

But there were some crushing moments to endure before I reached that point.

The worst day of my life was when my husband and I took six-month-old Michael to the Primary Children's Hospital in Salt Lake City for testing.

All I can remember is going from one room to the next for tests. A nurse would come in and take the baby out of my arms and into another room for the test. Then she'd bring him back, tired and crying. I kept hearing little kids crying in other rooms, and it started to unnerve me.

By the end of the day when doctors asked my husband and me to hold the baby's arms while they did a blood test, I'd had enough. I went out to the car and fell apart.

We returned to the hospital a second time to meet with doctors. At that meeting the doctors advised us, "Your child has brain damage." They told us that they didn't know how or why the damage had occurred.

I remember the doctors telling us that our child "may possibly be dependent on us the rest of our lives . . . may never attend public schools . . . and will probably lack good judgment."

The doctors then encouraged us to take Michael to the Exceptional Child Center at Utah State University, praising it as one of the best facilities available.

As we rode home, Roger and I were completely silent. It was as though we were in a state of shock. I think disbelief was in there, too, and a feeling of hope that the doctors were wrong.

It was at least a month before I called the Exceptional Child Center. I didn't look for any help because I didn't believe it. I just couldn't. I knew if I picked up the phone and asked for help, I would be saying I believed my child wasn't normal.

Michael looked no different than any of his three older brothers. I think that was one reason we didn't believe he was abnormal.

As a family we had to accept many changes in our day-to-day living. A great deal of time had to be spent routinely teaching Michael basic things like crawling, walking, feeding himself. The other children sensed that I was spending a lot of extra time with him. My husband also felt neglected in the beginning. We both talked about our feelings and knew that we would both have to sacrifice in order to help Michael progress.

Now, at age three-and-one-half, Michael shows other developmental signs. He doesn't talk and therefore he can't tell us what he needs or how he feels—a great frustration for mother. Then there is the uncontrollable flailing of the hands when he gets excited.

Looking back, I can identify about ten different emotional stages I went through—some more than once. One was anger.

An early test at the Child Center convinced even me that Michael was severely deaf, along with his other problems.

The anger came out on the way home. He was giggling and having a good time on the seat, but his mother was going through hell. All I wanted to do was scream. I looked up to the sky and said, "What more is going to happen to my child?"

Later a sophisticated test administered at the Primary Children's Hospital showed that Michael was not deaf after all. That made me very mad. He was just not responding to sounds! I boiled over with the anger of frustration.

Part of my frustration was being a parent living in a world of unknowns. Doctors gave me a lot of maybes and ifs, a lot of big words but no certainties. "What do these words mean?" I remember asking myself.

Early in the testing, I began to suspect that Michael was autistic—a condition doctors have since agreed the child exhibits symptoms of having.

One of the symptoms is withdrawal into himself. He was totally in another world at times, completely unaware of what was happening around him.

I was frustrated because personnel at the child center wouldn't confirm my own diagnosis but instead kept an open mind. Today, I understand why doctors resist labeling a child into a specific category. By so doing, they could perhaps deny him treatment and care associated with other problems.

Guilt was also a big problem for me. One of my first questions was whether smelling glue could cause brain damage. When I was eight months pregnant, I purchased a load of carpet squares and glued them to the floor of a room in my home. My doctor eliminated my concern.

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[29] From the *Deseret News*, July, 1981, reprinted with permission from the *Deseret News*.

At the center I found help for myself as well. Friends could only go so far. I realized I needed professional help. I began meeting and counseling with Phyllis Cole, coordinator of clinical services, whom I had met when Michael was first evaluated.

She took me full-circle. I showed up initially to discuss my problems concerning Michael, but the counseling soon centered on me more than Michael. Once I had solved my own problems, I was able to deal with my son's problems.

Because I enjoy writing, I kept a daily log of the feelings and guilt trips I went through. I listed them as they happened, with one or two words which conveyed the feeling plus a quote to characterize it.

They were (1) First Shock—"A nightmare "; (2) Disbelief—"Doctors are wrong"; (3) Anger—"Why my child?" "Why us?"; (4) Rejection—"I can't accept the child as he is"; (5) Lack of understanding—"What do these medical words mean?" They are so ambiguous; (6) Ignoring—"If I ignore the problem, maybe it will go away"; (7) Ashamed—"I can't take what others may say; I'll keep my child at home"; (8) Turning point—"A self-exploration. What do I really feel . . . I can ask for help"; (9) First Acceptance—"I can say . . . I gave birth to a handicapped child and feel it and believe it"; (10) Adjustment period—"Ready for work—" This is a slow lifelong process; (11) Total dedication does not mean "over" dedication, which would strain relationships with the other children or my husband.

I also submitted the list to other mothers with handicapped children. To my surprise they recognized some of the same feelings they had experienced.

Looking back, I realize that this list helped me to understand myself better, and it will, in the future, help me deal with other trials which may occur.

On reflection I feel my husband and I are closer because we finally relied on each other. We communicated, eventually, in a time of trial, and this, in turn, helped us to stay communicative in all areas of our married life.

Activity Eleven/**Why? A Handicapped Child in the Family**[30]

The student will be able to:

- Identify pressures felt by families with children who are handicapped.
- Explore personal attitudes toward the handicapped.
- Recognize ways that families adjust to a member who is handicapped.

Teacher's Directions

1. Write the word *handicapped* on the board as a trigger word. Ask the students to respond with all the words and concepts that come to mind when they hear the word. Make a list of these words and phrases on the board. For more responses refer to specific handicaps: blindness, mental retardation, and so forth. Compare the lists. Which handicaps seem to evoke the most negative responses, which the most positive? Which seem to make students most fearful? Using the article "After the Shock—Coping with Autism," discuss the reasons behind fearful, guilty, or resentful attitudes toward the handicapped.
2. Ask the students to respond, in a discussion or in writing, to the following:

   How would your life change if:
   - Your mother were confined to a wheelchair?
   - You were confined to a wheelchair?
   - Your father were hard of hearing?
   - Your live-in grandmother were losing her sight?
   - There were no money for your college education because your sister's medical care was so expensive?
   - You had to take your retarded brother to school football games?
   - Your sister lost her arm in an automobile accident?
3. Have the students imagine they have a friend or acquaintance with a brother or sister who is handicapped. How would they give support to the sibling who is not handicapped? Would they be able to recognize which stage of adjustment their friend was going through. Review the stages: shock, denial, mourning, defense systems, acceptance.
4. Arrange for students, in groups of five, to borrow wheelchairs. Have them attempt one of the following, taking turns being the person in the wheelchair:
   - Seeing a movie
   - Shopping at the nearest shopping center
   - Using the local library
   - Washing clothes at a laundromat
   - Going to the post office
5. Have the students discuss their findings after they have completed the activity.

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[30] *Current Lifestudies*, 1979. Reprinted with permission of Curriculum Innovations, Inc., Highland Park, Ill.

To promote personal development, to provide a leadership opportunity for chapter members, and to raise the consciousness of the people in your school or community, sponsor a "Physical Handicap Empathy Day." Have members "live a handicap" for a day. Follow up with an FHA-HERO-sponsored school assembly featuring community members living successfully with physical handicaps, plus reactions of students who participated in Empathy Day.

Activity Twelve/A **Walk in Another Person's Shoes: Learning and Communicative Handicaps**[31]

The student will be able to:

- Develop awareness of learning and communicative handicaps.
- List the kinds of programs available for students who are educationally and perceptually handicapped.

Introduction

Perceptual difficulties do not indicate intellectual deficiency. Most of us have some educational or perceptual disability, but it is so minor that we adapt to it and are unaware of its existence. The series of activities that follow will demonstrate the frustration felt by persons who have not been able to adapt to their perceptual handicaps. Early intervention in treating learning and communicative handicaps is desirable.

Teacher's Directions

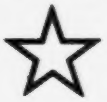
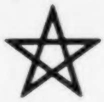
1. Have the class do the motor disability activity.
   a. Have the students stand on their right foot. Have them rotate their left foot in a clockwise direction and their left hand in a counterclockwise direction.

      They will probably find this activity very difficult.

   b. Have the students try rotating the left hand and the right foot clockwise. This activity will be easier because they are using one side of the brain for their hand and one side for their foot.

      NOTE: Some students will experience frustration with an even simpler coordination activity.

2. Have the class do the visual perception activity.
   a. Hand out a blank piece of paper, mirror, and pencil to each student.
   b. Have each student draw a large five-pointed star on the paper.

      Like this:  Not like this: 

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[31] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Teacher's Directions
(Continued)

c. Have the students hold the mirror next to their star. As the students are looking in the mirror, have them redraw the star on the same lines.

NOTE: Most students will find this activity difficult. It will help them understand the frustration of those persons whose perception and ability prevent them from translating an object or word they see onto paper. They can see what they should do but, for some reason, cannot do.

3. Have the class do the hearing perception activity:

   Have students try to tape-record a specific sound in a noisy room. (For example, tape a person's voice in the cafeteria during lunch or in the school hall between classes.)
   NOTE: Students probably will have a difficult time because tape recorders are not selective about sounds. Your brain can select the sounds you want to hear. Some people are not able to isolate sounds; consequently, they find it difficult to concentrate and learn through hearing.
4. Invite a guest speaker to your classroom to discuss the kinds of learning disabilities and the sources of help in your community. Possible speakers may be the resource teacher at your school, a counselor, or a representative from the California Association of Neurologically Handicapped Children (CANHC). An alternative activity is to have students interview the resource person, counselors, and a person from CANHC. Make a chart of learning disabilities and sources of help.
5. Use the communication game from *Instructonal Patterns for Maximizing Human Potential* (Sacramento: California State Department of Education, 1978, p. 136). Extend this game by asking students how they would do it with a student who is blind. Have one student be blindfolded. How would they do the game with a deaf student? How would they do the game with a dyslexic student? Do the activity with as few suggestions as possible, and recognize the creative interpretations that students make in the game.

Section E/Learning Experiences for Young Children

The activities in this section will help the student develop abilities to:

- Organize an effective nursery school or child-centered environment.
- Establish learning centers for children.
- Record useful observations of children's behavior.
- Organize a series of observations for parent conference use.

Key Generalizations

NOTE: These generalizations may be found on page 10 of *Curriculum Design for Parenthood Education.*

1. The study of children will enable persons to understand themselves more clearly.
2. Arrangement of the environment and attitudes of the caretaker or parent contribute to the child's self-discipline.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

   Activity One—Using the Classroom as a Nursery School
   - Establish learning centers in the room.
   - Organize the classroom as a nursery school.

   Activity Two—Observing Children in a Nursery School
   - Recognize five different types of observations.
   - Write useful observations of a child.
   - Collect a series of observations and organize them for a parent conference.
3. Administer the post-test.

Pretest and Post-Test

1. List eight learning centers in a nursery school:

a. ______________________ e. ______________________

b. ______________________ f. ______________________

c. ______________________ g. ______________________

d. ______________________ h. ______________________

2. Name the five types of observations used with children, and give an example of each.

Answers: (1) page 209; (2) page 211.

Information Sheet/**Providing Practical or Life Experience with Children**

The following information offers direction to consumer and homemaking education teachers in (1) providing practical experience to students who work with children; and (2) organizing a child care center, nursery school, or lab school in the classroom. Examples of three high school child care programs are included.

Providing Practical Experience to Students

Students learn about children when they have real as well as theoretical experiences with them. Students express greater interest in theory when they have an opportunity to translate it into immediate practical use. Practical or life experience in working with small children can be offered in many ways. Some examples are the following:

- Provide two to four weeks of play school in the classroom during a semester of child development or family relations.
- Have one semester of theory and one semester of lab school.
- Have one to two days per week of lab school in the classroom.
- Provide a regular lab school within the high school for two or four days a week.
- Manage an infant child care program in the high school for students with babies.
- Assign students (during or after school) to situations where they can work with or observe children. Students can be placed with the following:
    - Nursery school or day-care center
    - Elementary school
    - Community recreation program
    - Program for children who are handicapped
    - Children's hospital (convalescent children)
    - After-school child care program

Three Examples of High School Child Care Programs

Descriptions of three high school child care programs appear in this section. Students participating in the first program, that of Monte Vista High School in the San Ramon Valley Unified School District, were divided into two groups that followed a weekly schedule of activities. In the second child care program, that of Sanger High School, Sanger Unified School District, students from high school consumer and homemaking education classes shared facilities with students from the local regional occupational program. This situation required organization and planning by all involved to ensure the program's efficient operation. The last program presented in this section, the Hayfork High School program in the Trinity Union High School District, had the students organized into committees that were assigned various activities for each day of the week,

Monte Vista High School
San Ramon Valley Unified School District

A sewing room is converted into a nursery school for two periods a day, four days a week. Equipment is easily movable, and learning areas (e.g., art, storytelling, housekeeping, manipulative toys, such as building blocks, and so forth) are set up. Adjoining resources are used for messy activities (e.g., cooking, painting, and so on); an outside, enclosed area is also available.

Providing Practical or Life Experience with Children (Continued)

Students organized into two groups—Group A and Group B—follow the weekly schedule:

Weekly Schedule

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Group A Plan activities for lab school for Tuesday and Thursday.	Run the lab school.	Conduct special activities, assignments, field trips, and so forth.	Run the lab school.	*Both groups* Participate in discussions, hear speakers, and so forth. No lab school is held.
Group B Run the lab school.	Conduct special activities, assignments, field trips, and so forth.	Run the lab school.	Plan activities for the lab school for Monday and Wednesday.	

Sanger High School
Sanger Unified School District

Students from consumer and homemaking education (CHE) classes share the use of an on-campus preschool room with students from the local regional occupational program (ROP). Adjustments in the periods the family living classes are offered are worked out in the master schedule so that students from both programs can share the preschool lab. Because the facility is shared, both programs contribute equipment (bicycles, toys, appliances) to the preschool room. Each program provides its own paper, paints, snacks, and other expendable materials. This situation requires cooperation among the teachers who share the facility, the counseling department (scheduling), and administrators from the ROP and the high school. While CHE classes use the lab, the ROP-HERO students are in another classroom for a lecture. When ROP classes use the lab, CHE students attend a lecture in another room. Confusion is kept to a minimum by placing a master schedule on both classroom doors and mailing a schedule to parents of all the preschool children.

Hayfork High School
Trinity Union High School District

Much attention was devoted to planning and developing the program, a child care lab, which is now operating. This example underscores the planning activities of a successful program.

The child care lab began as a semester class in parenting. The first activity was to divide the class into committees under the following headings and task assignments:

Room set-up:	Decide how the room can be organized to give the most space, storage, activity areas, safety, and so on.
Children:	Make up posters for town; check with students in class to see how many children can be contacted.

Providing Practical or Life Experience with Children (Continued)

Activities: Develop activities (general and basic) for the lab, develop special activities, or collect toys.

Schedules: Find out which classes will be affected when students work in the lab and which day is set aside for the lab.

Food: Make a list of nutritious foods that could be made available for snacks.

Forms: Develop a list of questions to be answered by parents about their child.

All committees reported back to the class with their information. The class commented and made suggestions (use mats from the gymnastics class, have a big toy box, take the children on a tour of the school for one activity, ask parents if their children have any allergies, and so forth).

Questionnaires were sent to interested parents. No child was admitted until a signed questionnaire was received from the parent.

Teachers were polled to determine whether students could miss a class once every other week.

Activities were developed, toys were collected, and room arrangements were established. A schedule was planned so that only half the class (eight or nine students) worked with the preschoolers at one time. The other half of the class would go to the library to work on parenting reports due the next day.

Example:	Group A	Group B	Parenting Class
	Library	Lab	Period 3
	Lab	Regular class	Period 4

Each week two people were responsible for a special activity or presentation, two people were responsible for snacks, and two people were responsible for cleanup.

Furniture was pushed together to form worktables, covered with butcher paper if the class members were to be working with drawing materials, clay, and so forth. Permanent or reusable items were stored in cabinets or tote trays. Example of a week's schedule:

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Parenting lessons and activities	Snack preparation and activity practice	Lab or parenting reports	Parenting lessons and activities	Parenting lessons and activities

Nursery School Planning Form*

(One sheet is to be used each day of nursery school.)

Date: ____________________ Working Nursery School Today: ____________________

Day of the Week: ____________ Plan Today: ____________________

Area		*Activity*	*Supplies*	*Student assignments*
*Indoor activities***	Science			
	Art			
	Library and storytelling			
	Blocks and toys			
	Cooking			
	Music			
	Playhouse			
*Outdoor activities***	Physical education activity			
	Play yard supervision			
*Circle-time activities****	Group gathering children activity****			
	Group activity 1			
	Group activity 2			
	Group activity 3			

*This form is used at Monte Vista High School, San Ramon Valley Unified School District, Danville.

**These activities are set up, and the children decide in which activities they want to participate.

***Circle time is a large-group activity that includes all children. (Maximum time is 15 minutes.)

****Gathering activity means an activity the children can enter as they finish individual activities. (Examples: playing "Simon Says," doing activities with records, and singing songs)

Student Self-Evaluation Form*

	Always	Usually	Sometimes	Seldom	Never
1. I am a good model for the children in my language, actions, and behavior.					
2. I attend regularly.					
3. I arrive on time or early so that I am ready when the children arrive.					
4. I stay until class is over and all the equipment is put away.					
5. I help clean up without being asked.					
6. I do my assignments.					
7. I enthusiastically participate in circle time, including singing and playing games, even if I am not in charge.					
8. When I am outside, I focus my attention on the children, rather than talking to my friends.					
9. I have planned and presented activities in all areas of the nursery school.					
10. I make sure my area or activity is supervised if, for any reason, I need to leave the preschool.					
11. I participate in class discussions.					
12. I give praise to other high school students in the class when they do something successful.					
13. I do not entertain the children by carrying them, tossing them, or doing things for them. I do try to help them to help themselves.					
14. I look for opportunities to give preschool children encouragement through their successes.					

Attendance:

________ Excused absences
________ Unexcused absences
________ Tardies

Did I participate in:

________ Art activities
________ Language activities
________ Science or mathematics activities
________ Cooking activities
________ Circle times

List any extra special activities:

What grade do you recommend for yourself? ____________

Additional comments you wish to make:

*This form is used at Monte Vista High School, San Ramon Valley Unified School District, Danville.

Activity One/**Using the Classroom as a Nursery School**[32]

The student will be able to:

- Establish learning centers in the room.
- Organize the classroom as a nursery school.

Teacher's Directions

1. Have the students brainstorm and record all the activities they can think of that children might do in a nursery school.
2. Divide the list of activities into categories that would be done in the same area or using the same supplies. These categories form the different learning centers. They may include:
   a. Art
   b. Housekeeping
   c. Blocks
   d. Manipulative toys (puzzles and games)
   e. Storytelling
   f. Music
   g. Dress-up
   h. Science
   i. Outdoor
3. Divide the class into small groups. On graph paper, arrange the scale-sized furnishings and equipment for use in learning centers that you feel are important.
4. Have each group present its space plan and explain the arrangement.
5. Use each plan in a nursery school for several days and, as an evaluation activity, ask students to list advantages and disadvantages of each arrangement.

Activity Two/**Observing Children in a Nursery School**

The student will be able to:

- Recognize five different types of observations.
- Write useful observations of a child.
- Collect a series of observations and organize them for a parent conference.

Teacher's Directions

1. Set up a role-playing situation in your classroom for the class to observe. The purpose of this activity is to help students learn what to look for when they conduct child observations.

   Examples:

   a. Have a student come into class late. (Assign the role prior to the drama.) Scold the student severely. The student responds negatively and loudly. Send the student out angrily. (The class does not know this is a drama.)
   b. Have two students have a heated verbal argument. (The two students know this is a drama; the class does not.)
2. Have the class write down exactly what happened in the role-playing situation. Have the students share their written observations. They

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[32] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Teacher's Directions (Continued)

should note the variety of their observations. (Some students may note facial expressions, tone of voice, words used, and other details. Other students may observe very little.)

3. **Have the class complete the "Observation Instructions" below, using the "Observation Code" on the following page.**

After completing the classroom activities, students may, as a community service, provide child care services at parent meetings, on election day, or during an immunization clinic. As a fund-raising activity, students could provide child care at the county or district fair or during football games in the community.

Students' Directions

Observation Instructions

1. Write six short observations of children. Write each observation on a 3 x 5-inch (8 x 13 cm) card. (If there is no school nursery, observations can be made at playgrounds, a grocery store, a baby-sitting job, at home, or at a neighbor's home.)
2. Label each sentence of the observations you made on the 3 x 5-inch (8 x 13 cm) cards, using the code on the following page.
3. Answer the following questions:
   a. Total the number of each kind of observation you made of the child:

Kind of observation	*Number*
Value judgment (personal opinion)	______
Description of activity	______
Record of conversation	______
Developmental growth (child has a new skill)	______
Examples of role stereotyping	______

   b. Would my observations be helpful to others if they needed to understand the child?
   c. Could my observations have been more helpful? How?
   d. Which of my observations could I use in a parent conference?

Additional Activities

1. Make a collection of positive observations about one child.
2. Make a neat and colorful poster about the child you observed. Give the poster to the child. This is an activity which makes children feel good about themselves. Parents appreciate your work, and they have good feelings about the nursery school.

Observation Code

At least *five* different kinds of observations can be made of children. Read the following observations, and place the code letter or letters on the line in front of each. At least one example of each kind of observation is provided.

Code for evaluating observations:

J— Value judgment (personal opinion)
D— Description of activity
C— Record of conversation
G— Developmental growth (shows the child has developed a new skill)
S— Examples of continued role stereotyping

___1. Today is the first day that Billy stayed at nursery school without his mother. He played the musical instruments, baked a pizza, and painted a picture.

___2. Sue is a little monster. She was sliding downhill, and now she's a total disaster. She talks back to you and won't listen. The reason why I'm against her is because she reminds me of myself!

___3. Laura explained to me that she was Wonder Woman, and she was married to Superman. Batman and Robin were her brothers, and they are really strong, too.

___4. Katie is attached to a toy bunny today. She is carrying it everywhere. She can't seem to get settled in any one activity. She is just wandering from room to room, wearing her dark yellow sunglasses.

___5. Today, Jimmy came to me and said "that kid" (Scott) was being mean. I told him that he should tell Scott that he didn't like it. So Jimmy went over to Scott, who was being very rowdy, and said, "Hey, Kid! Hey, Kid!" Scott was so rowdy that he didn't hear him. Jimmy got red in the face, and he looked as if he was going to hit Scott. He started to climb up on the little eating table near Scott. Mary stopped Jimmy and told Scott not to be mean.

___6. Reed said he was passing out lollipops since it was his birthday. Erin went over to him and said she was going to play with Reed and be his friend so that she could get a lollipop.

___7. Today I saw Ben jump rope for the first time. He watched the other children for about two minutes and then jumped in. He smiled and laughed when his turn was over.

Section F/Activities with Children

The activities in this section will help the student develop abilities to:

- Demonstrate skills needed to tell a story successfully to children.
- Set up and conduct a cooking activity with children.
- Select, plan, prepare, and present an art activity for children.
- Select, plan, prepare, and present a music or finger-play activity for children.
- Recognize and encourage imaginative play in children.
- Plan and present a science or mathematics activity for children.
- Make a science or mathematics game or toy to be used with preschool children.
- List the possible effects of television viewing on children.

Key Generalizations

NOTE: These generalizations may be found on pages 9 and 10 of *Curriculum Design for Parenthood Education.*

1. An enriched physical environment stimulates the child's development.
2. A relationship exists between growth and developmental patterns and play activities.
3. Common objects and toys can be tools for the child's cognitive and motor skill development.
4. Preschool children spend more than one-third of their waking hours watching television.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

   Activity One—Storytelling for Children
   - Develop flannel board illustrations for a children's story.
   - Explain and demonstrate the skills needed to tell and/or read a story successfully to children.
   - Practice telling a story to a group of children.

   Activity Two—Cooking with Children
   - Convert a standard recipe into a visual recipe.
   - Set up cooking, eating, and cleanup centers for children.

   Activity Three—Art Activities for Children
   - Select and plan an art activity for children.
   - Prepare and present the activity to children.

   Activity Four—Music and Finger Plays for Children
   - Select, plan, and prepare a music or finger-play activity for children.

Activities
(Continued)

Activity Five—Use of the Five Senses
- Plan and develop a game that encourages children to use their five senses.

Activity Six—Imaginative Play for Children
- Recognize and encourage imaginative and make-believe play in children.

Activity Seven—Science or Mathematics Activities for Children
- Plan and present a science or mathematics activity for children.

Activity Eight—Science or Mathematics in the Preschool
- Develop questions to encourage children to think about science and mathematics.
- Make a science or mathematics game or toy to be used with preschool children.

Activity Nine—The Impact of Excessive Television Viewing on Children
- List the possible effects of television viewing on children.
- Decide what types of programs are appropriate for children.

Activity Ten—Television Viewing Time
- Recognize how the television industry influences the lives of families and children.
- Determine how much time you spend watching television.

3. Administer the post-test.

Pretest and Post-Test

1. Describe one method of making a flannel-board story.

2. Give five suggestions to a person telling a story to children.

3. List six things children might learn through cooking.

4. Give five suggestions to a person planning and conducting an art activity with children.

5. Name the five senses.

6. What is imaginative play? Give an example.

7. Suggest five activities a high school student could conduct with preschool children.

8. Give two effects of excessive television viewing on children.

9. Give three examples of indirect violence shown on television.

Answers: (1) page 216; (2) page 216; (3) page 220; (4) page 224; (5) page 227; (6) page 229; (7) open; (8) page 235; (9) open.

Activity One/**Storytelling for Children**[33]

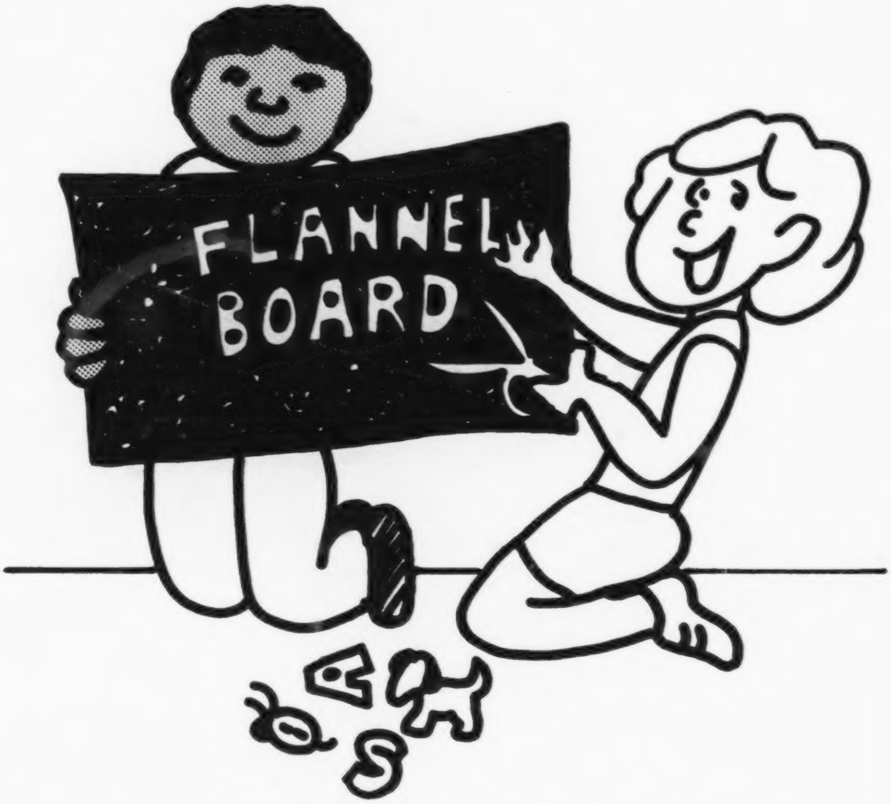
The student will be able to:

- Develop flannel-board illustrations for a children's story.
- Explain and demonstrate the skills needed to tell and/or read a story successfully to children.
- Practice telling a story to a group of children.

Students' Directions

1. Select or make up a story.
2. Make a flannel-board kit. Directions are in this activity.
3. Review "Suggestions for Storytelling" in this activity.
4. Practice telling a story to two friends.
5. Tell a story to a group of children.
6. Evaluate a story, using the "Story-Telling Rating Sheet" included with the Child Care Event in the *FHA-HERO Competitive Recognition Events Guide.*

To extend classroom learnings and provide leadership opportunities, have students rate each story using the rating sheets for the Child Care Event to select the classroom winner. Have the winner enter the Child Care Event of the competitive recognition events.



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[33] This activity was developed by Peggy Elliott, Mt. Diablo Unified School District, Concord.

Students' Directions (Continued)

Flannel-Board Kit

1. Select or make up a story which is appropriate to the age of the children.
2. Select the pictures you need to tell the story. (Remember to keep it simple.)
3. Do the pictures in any of the following ways:
   a. Use a nonwoven interfacing; e.g., white pellon. You can trace a picture, cut it out, and color it.
   b. Make felt pictures. You can trace a picture and cut it out.
   c. Make paper pictures. Using a piece of plastic bag as glue between a piece of flannel and a sheet of paper, iron the flannel and paper together.
   d. Glue the paper onto the felt.
   e. Make lightweight cardboard illustrations, gluing a piece of sandpaper or felt on the back.
   f. Cut pictures out of coloring books or magazines and mount on flannel, sandpaper, or felt.
4. Make a large envelope or folder for the kit. Identify the folder's story contents on the outside with:
   a. Name of the story
   b. Outline of the story
   c. Number and list of the parts

Suggestions for Storytelling

1. Choose a story you like so that your enthusiasm for it is conveyed to the children.
2. Be familiar with the story so that you can tell it without reading.
3. Arrange seating so that all the children can see. It may help if the storyteller sits 10 to 12 inches higher than the students so that everyone can see.
4. Hold pictures or book so everyone can see.
5. Adapt your voice to the character it represents. Baby Bear has a small, high-pitched voice, and Papa Bear has a deep, husky voice. Changing voices makes the story come alive for the listener.
6. Practice the entire story with visual aids to be sure it runs smoothly.
7. Shorten the story, as needed, if the children become restless.

Activity Two/**Cooking with Children**[34]

The student will be able to:

- Convert a standard recipe into a visual recipe.
- Set up cooking, eating, and cleanup centers for the children's use.

Teacher's Directions

This activity will acquaint the students with the process required in cooking with children. As such, each student will help prepare the activity and participate (taking the role of the child) in cooking, eating, and cleaning up.

1. **Cut out the recipe on page 219 and put the sections on 5 x 7-inch (13 x 18 cm) cards or construction paper.**
2. Have the students collect the following ingredients:

Biscuit mix	Blueberries (drained)
Milk	Oil for frying pan
Eggs (beaten in a bowl)	

3. Have the students collect the following equipment:

Electric frying pan	1 fork for each student
4 tablespoons	1 butter knife
1 small bowl for each student	2 dish pans (1 for washing and 1 for rinsing)
1 pancake turner	Dish drainer
1 spoon for each student	Waste basket
1 plate for each student	

4. Have the students set up tables as shown in the illustrations on the next page.
5. Have each child wash his or her hands.
6. Have each child follow the recipe, cook his or her own pancakes, eat, and clean up.
7. Have the students answer these questions after the cooking experience:
   - As students, what did you do before the children arrived?
   - While role-playing as children, what did you do first to prepare for cooking?
   - As children, what did you need to do in order to follow the recipe?
   - **What things can children learn from a cooking experience? (Use the information sheet on page 220 for help in answering this question.)**
8. **Have the students plan and conduct "A Cooking Activity with Children" on page 221.**

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[34] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

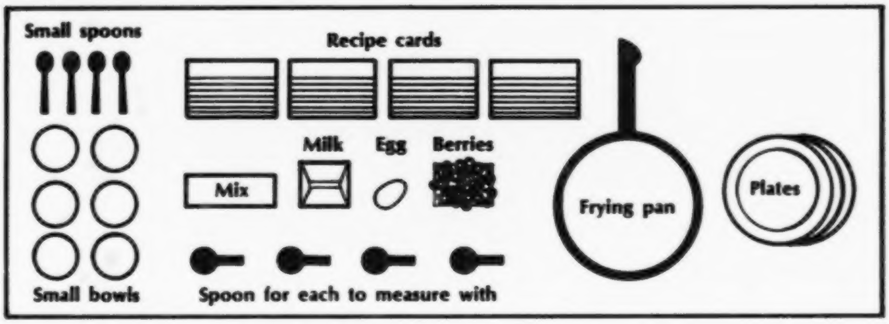
Teacher's Directions (Continued)

9. Have a student role-play the teacher and the other students role-play the children at a cooking activity. Have the teacher/student give excessive help to the children/students.

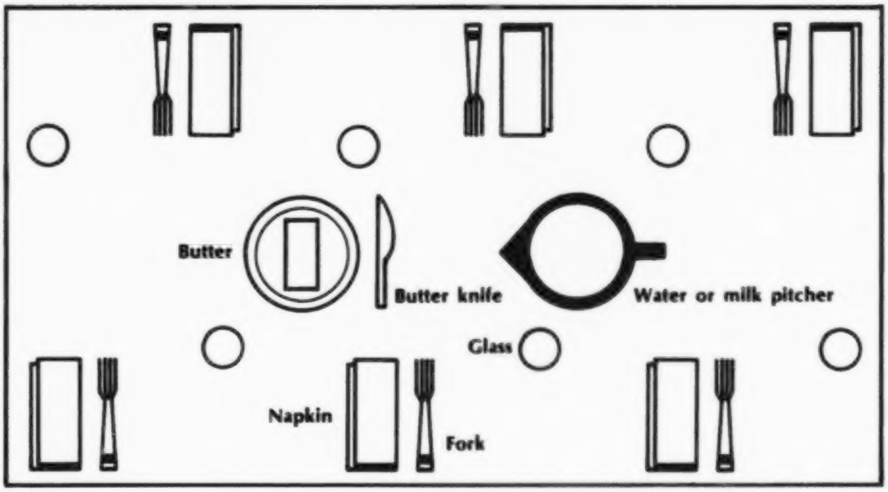
   Discuss how the children/students felt about the teacher/student.

   Did they want to do things for themselves?

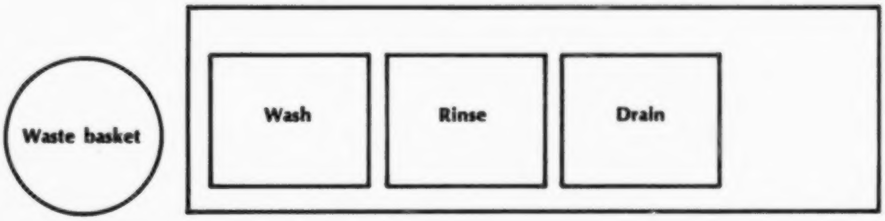
Cooking Table


Small spoons
Recipe cards
Milk
Egg
Berries
Mix
Frying pan
Plates
Small bowls
Spoon for each to measure with

Eating Table

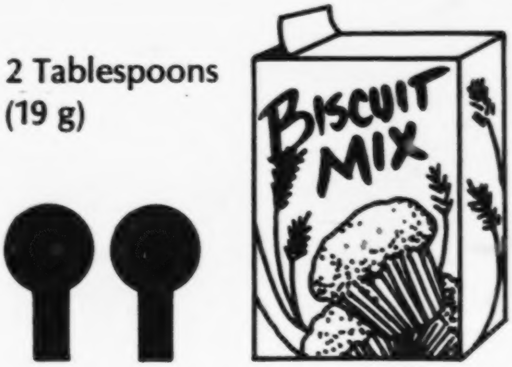

Butter
Butter knife
Water or milk pitcher
Glass
Napkin
Fork

Clean-Up Table

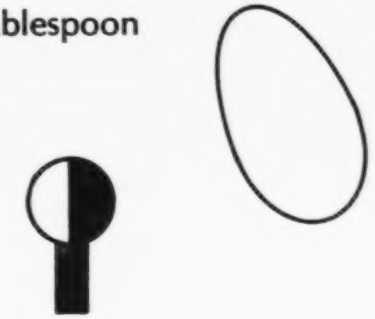

Waste basket
Wash
Rinse
Drain

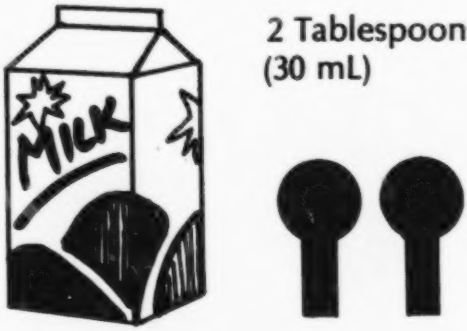
Blueberry Pancakes

2 Tablespoons
(19 g)


BISCUIT MIX

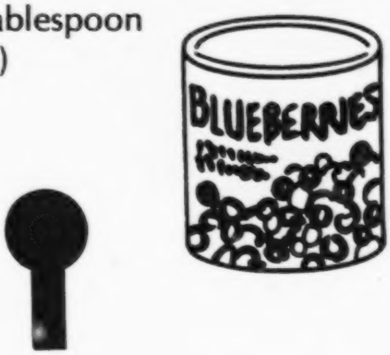
½ Tablespoon
(5 g)

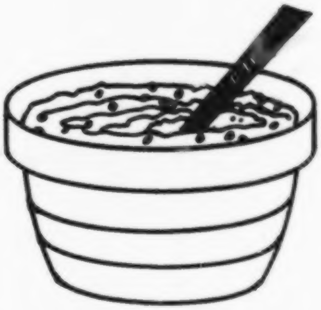




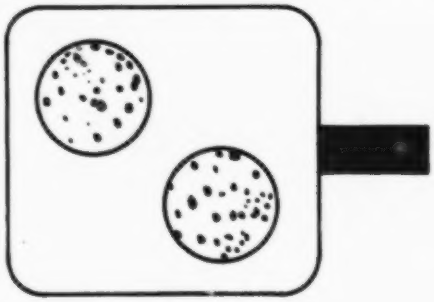
2 Tablespoons
(30 mL)

1 Tablespoon
(9 g)


BLUEBERRIES



Stir all the ingredients together.



Fry on electric frying pan or griddle.

Information Sheet/**Cooking with Children**

What children can learn through cooking:

1. Nutrition
   - a. Enjoyment of nutritious food
   - b. Recipe sharing with their families
2. Language skills
   - a. Develop vocabulary through activities (knead, melt), new foods (tangerine, tortilla), and names of equipment (spatula, tablespoon).
   - b. Develop prereading skills with picture recipes and words or numbers associated with pictures.
3. Mathematics skills
   - a. Counting
   - b. Dividing
   - c. Measuring
4. Science
   - a. Comparison of ingredients using senses of taste, smell, and sight
   - b. Change of form (melting, liquid to solid, rising)
5. Self-esteem
   - a. Successful experience
   - b. Immediate reward (food to eat)
6. Fine motor control
   - a. Stirring
   - b. Kneading
   - c. Cutting
   - d. Pouring

Tips for successful cooking experiences with children:

1. Serve only nutritious food (decrease use of sugar, salt, cholesterol, and fat; increase use of fruits and vegetables and whole grains) so that the children will learn to appreciate nutritious food.
2. Have a positive attitude about any food you serve. Be a good model.
3. Send recipes home with children so that the children can prepare the foods again with their parents.
4. Talk to the children while they are cooking. This practice reinforces the information and skills they are learning. It also gives children the opportunity to ask questions and express opinions about the lesson.

Teacher's Directions
(Continued)

Prepare a nutrition event, consumer education event, or prepared speech event based on the "Cooking with Children Information Sheet" for competitive recognition events.

A Cooking Activity with Children

1. Select a recipe you would like the children to make.
2. Make the recipe into a visual recipe, using 5 x 7-inch (13 x 18 cm) cards.
3. Make a recipe card holder for each step of a recipe. See the illustration in this activity.
4. Make a list of the supplies needed.
5. Make a list of the equipment needed.
6. Identify the parts of the cooking activity that need close supervision because of safety; for example, use of knives, hot pans, and so forth.
7. Identify the three most important learning experiences that the children will gain from this cooking activity. (See the "Cooking with Children Information Sheet.")
   a. ______________________________
   b. ______________________________
   c. ______________________________
8. Diagram the cooking, eating, and cleanup tables.
9. Invite parents to help demonstrate the preparation of cultural foods.

The following are resources for many other recipes:

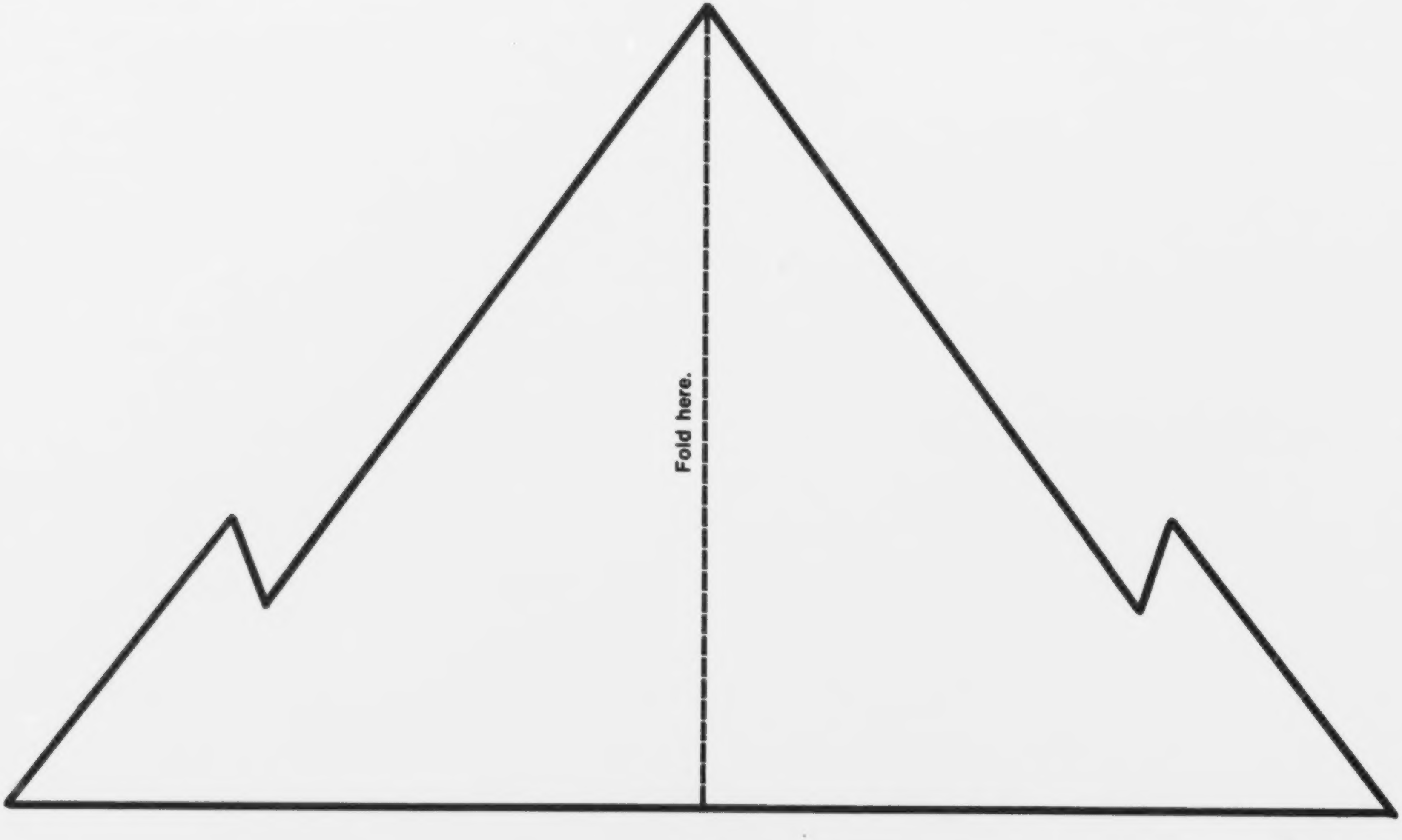
Harms, Thelma. *Learning from Cooking Experiences.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1981. This is a teacher's guide to accompany *Cook and Learn.*

Veitch, Beverly, and Thelma Harms. *Cook and Learn.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1981.

Veitch, Beverly, and Thelma Harms. *Selected Recipe Steps and Newsletters to Accompany Cook and Learn.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1981.

Recipe Card Holder

Cut out of cardboard.



Activity Three/**Art Activities for Children**

The student will be able to:

- Select and plan an art activity for children.
- Prepare and present the activity to children.

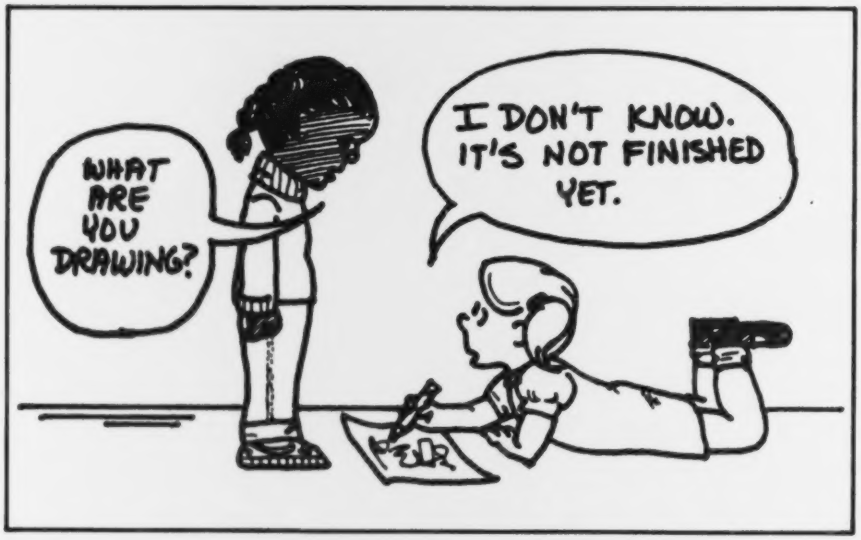
Students' Directions

1. Do one or more of the following activities:
   - Playdough
     a. Make playdough. (See the recipe in this activity.)
     b. Work with playdough for 15 minutes.
     c. Write or tell the feelings or sensations you felt or that a child might feel while using playdough or clay.

     Example: I was free to form anything I wanted.
   - Finger Paint
     a. Make finger paint. (See the recipe in this activity.)
     b. Use finger paint to make one or two pictures.
     c. Write or tell the feelings or sensations that you felt and that a child might feel while using finger paint.

     Example: I liked seeing colors blend and change.
   - Collage
     a. Collect collage materials such as scraps of paper, fabric, yarn, pasta, and so on.
     b. Make your collage, using materials and white glue on construction paper.
     c. Write or tell feelings or sensations that you felt and that a child might feel using these materials.

     Example: I liked the shapes and feeling of things.


WHAT ARE YOU DRAWING?
I DON'T KNOW. IT'S NOT FINISHED YET.

Students' Directions (Continued)

2. Rank the following rules from one to ten (one is the most important) for teachers when they are supervising children's art activities:

___a. Be sure that you have all the supplies and equipment collected for the art activity.

___b. Plan the activity so that children can do it by themselves in order to build self-confidence and independence.

___c. Do not make models or samples because this approach inhibits the children. They will not be able to do as well as the teacher.

___d. Avoid saying, "What is it?" Instead say, "Tell me about your picture."

___e. Limit how the child may use the materials so that the activity is a pleasant experience for everyone.

___f. Plan for self-help cleanup whenever possible.

___g. Keep materials and activities simple and within the children's abilities so that they can do everything themselves.

___h. Give children opportunities to repeat the same kinds of experiences more than once. They like to repeat activities.

___i. Put the activity in a quiet corner so that children will not be bumped or interrupted.

___j. Keep materials in good condition; for example, keep the brushes clean, the table wiped up, and so forth, so that the activity is pleasant and attractive for each child.

3. Read the following list of reasons why art is included in a nursery school program. Can you think of more?

   a. To develop children's fine motor skills through the use of paint brushes, crayons, and so on
   b. To develop children's eye-and-hand coordination
   c. To encourage children to create something of their own
   d. To have fun
   e. To provide opportunities for experimenting with colors and materials
   f. To release tension

4. Plan a nursery school activity using one or more of the following materials. Here are some suggestions, but you may choose any art activity that you think is suitable. Use "Planning an Art Activity for Children" on the following page.

   - Crayons, water color, easel painting, blow painting with a straw
   - Sewing, ink blot painting, clay, playdough, finger painting, collage
   - Fold-over painting (makes a double painting), rubbings, weaving
   - Object painting, string things, and so forth

Students' Directions
(Continued)

Planning an Art Activity for Children

1. What is the art activity?
2. How many children are you planning for?
3. What supplies and equipment will you need? How much of each?
4. Preparation: What has to be done before the children arrive? How does the worktable or work area look when the children arrive?
5. What are the children expected to do?
6. What have you planned for cleanup? Are the children able to do it themselves?
7. Personal evaluation of your art project
   a. What things did the children enjoy most about the art project?
   b. What things would you change or do differently about your art project?

Recipes for Art Projects

No Cook Playdough[35]

1½ cups (355 mL) water	1 tablespoon (15 mL) oil
4 cups (568 g) flour	¼ cup (42.5 g) salt

Gradually add the water mixed with the oil to the flour and salt. Knead the mixture until it is smooth. Food coloring may be added to water.

Cooked Playdough

Mix in a medium pot:
  1 cup (170 g) flour, ½ cup (85 g) salt, 2 tablespoons (19 g) cream of tartar
Add:
  1 cup (237 mL) water, 2 teaspoons (10 mL) food coloring

Cook over medium heat and stir about 3 to 5 minutes.

Note: Store all playdough in air-tight containers or plastic bags and refrigerate.

Bubble Stuff

⅓ cup (79 mL) liquid soap
1½ cup (355 mL) water
2 teaspoons (3.4 g) sugar

Mix all ingredients together, pour into a bottle and blow. Sugar makes the bubbles stay together.

Finger Paint

Purchase liquid laundry starch. Add a little nondetergent liquid soap to help make cleanup easier. Pour starch on finger-painting paper and add any tempera paint as needed.

Easel Paint

In a jar or mixing container, combine two parts water, two parts detergent, and one part powdered tempera paint.

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[35] These recipes are used with the permission of Margot Tobias, Parent Educator, Mt. Diablo Adult Education, Mt. Diablo Unified School District, Concord.

Activity Four/**Music and Finger Plays for Children**[36]

The student will be able to:

- Select, plan, prepare, and present a music or finger-play activity for children.

Teacher's Directions

1. Have a group of students sit in a circle on the floor, role-playing preschool children.
2. **Have the students tell, list, sing, and recreate the songs and finger** plays they can remember from childhood.

   Examples

   "The Bear Went Over the Mountain"
   "Bingo Was His Name"
   "Eensey, Weensey Spider"
   "Head, Shoulders, Knees, and Toes"
   "Mary Had a Little Lamb"
   "Muffin Man"
   "Old MacDonald Had a Farm"
   "Pop Goes the Weasel"
   "Ten Little Indians"
3. Have each student select and write out the words and actions of a song or finger play on a ditto master.
4. Make a booklet of familiar songs as a class project.
5. Have each student plan and present an activity to a group of children. Have the students write a description of what the children will do.

   Suggested Activities:

   a. Select and teach a song to children.
   b. Use a zither to teach a song; play the instrument as an accompaniment for children.
   c. Use other instruments, such as a guitar or drums, as accompaniment.
   d. Bring in other kinds of musical instruments to show how they work.
   e. Show pictures of instruments to children; then show the actual instruments. Possibly, the class may go to the school's music room to see how these instruments are used.
   f. Teach an action song. Examples:

      "The Hokie-Pokie"; "This Old Man"; "One Little, Two Little, Three Little Indians"; "Farmer in the Dell"; "Ring Around the Rosy"; "The Mulberry Bush"; and "London Bridge"

   g. Select and teach a finger play to children.
   h. Listen to a record and do actions with the music.
   i. Make a musical instrument, such as a decorated shaker. Use cans partially filled with materials, such as sand or rocks.
   j. Experiment with rhythms using wooden sticks or other rhythm instruments like maracas, bells, and sand blocks.

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[36] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Teacher's Directions (Continued)

6. Have each student list what must be done before the children come. What equipment will be needed?
7. Have each student complete this self-evaluation of the music or finger-play activity:
   a. Was your activity successful enough so that you would do it again?
   b. What were the best things about your activity?
   c. What would you do differently?

To expand and enrich the curriculum, have students develop a music or finger-play activity for the Child Care Competitive Recognition Event.

Activity Five/**Use of the Five Senses**[37]

The student will be able to:

- Plan and develop a game that encourages children to use their five senses.

Students' Directions

Children need to be encouraged to use their five senses—sight, sound, smell, touch, and taste.

1. List some things you could have children *match* by using the following senses:
   a. Smell (Example: Match to spices.)
   b. Touch (Example: Match to sandpaper.)
   c. Sound (Example: Match to tapping glasses with different water levels.)
   d. Taste (Example: Match to salt and sugar.)
   e. Sight (Example: Match to shapes such as squares or triangles.)
2. Develop a game for children that requires matching things, using one of the senses other than sight. You will need two of everything. (To match smell, have two identical containers of ginger, cinnamon, cocoa, and so on. Cover the containers and punch small holes in each top.) Place one set of containers on the table; give the second set to a child to match. The children will take turns.
3. Evaluate the results of the game.
   - Did the children understand the directions?
   - Was the game simple enough so that each child could participate successfully?
   - How long did it take most children to match?
   - Did the children identify the items they were matching?
   - Did they ask for the names of the items they were matching? (For example, did they ask what the names of the spices were?)
   - Did the children enjoy the game?
   - What would you do differently next time?

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[37] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Activity Six/**Imaginative Play for Children**[38]

The student will be able to:

- Recognize and encourage imaginative and make-believe play in children.

Students' Directions

1. Read "Just a Big Brown Box" on the following page.
2. Complete the following questions:
   a. List the ways Peter used the grocery box:
      (1)
      (2)
      (3)
      (4)
   b. List three more ways Peter could use the box in role-playing:
      (1)
      (2)
      (3)
   c. List other discarded or junk materials that might make good play equipment.
3. Observe children for these activities:
   a. Watch a group of children playing house, and record what they seem to be thinking as shown in their play.
   b. Watch and describe another type of role-playing in the nursery school or elsewhere.
   c. List at least five other pieces of equipment in your nursery school that encourage dramatic play.

As a social, recreational, and fund-raising activity, chapter members may plan and conduct a birthday party service featuring activities appropriate for the child's age and stage of development.

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[38] This activity was developed by Loretta Wilhelmsen, San Ramon Unified School District, Danville.

Just a Big Brown Box[39]

By Joan C. Wendt

It was raining a cold rain, and Peter had to play inside. He put all his puzzles together and looked at books. He played with his trucks and bounced on his bed until Mother called, "Stop that!" from the kitchen.

Lunchtime was a long way off, and there was nothing more to do until then.

Peter watched the raindrops squiggle down the window. Sometimes they bumped into each other. Sometimes they didn't.

Peter saw a man coming with the groceries his mother had ordered from the corner store. Maybe there was something in the box for him to eat. He hopped all the way to the kitchen on one foot and asked Mother, "Is there anything I can eat now?"

"Would you like an apple?" Mother asked.

Peter munched on his apple while mother put away the groceries.

"You may have the grocery box to play with," Mother said.

"Thanks," Peter said. It was just a big brown box with red letters on it, and Peter gave it a kick and it rolled over. He whacked it with his hand.

"Bonk," said the box. It was an Indian drum.

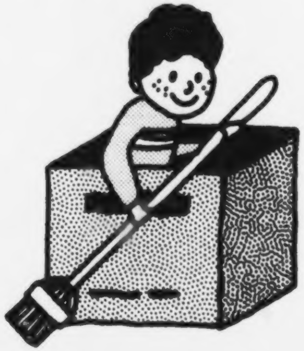
Peter sat down cross-legged beside the drum. "Bok, bonk, bok, bonk. Bok, bok, bok, bonk." His message rolled through the woods to the Indian camp beyond the river.

Peter cupped his hand behind his ear. He listened carefully, but there was no answer.

Maybe there was trouble at the Indian camp. Peter flipped his canoe into the water and stepped in. He paddled strongly against the current.

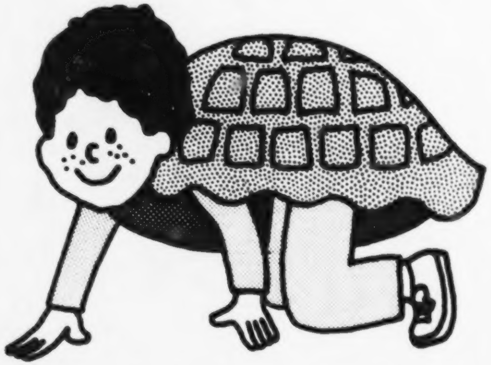
When the canoe scraped the far shore, Peter leaped out and pulled it onto the sand. He turned the canoe on its side, and then he crept through the forest to the camp. No one was there.

Peter walked back toward the shore. Suddenly, he turned up his face and held out his hand. Sure enough, it was beginning to rain. He looked for shelter. There was one small cave under the river bank, and Peter ran away into the forest.



Peter sat huddled in the cave watching the storm. The trees in the woods bent their branches and slapped back at the wind. Lightning flashed; thunder shook the ground, and then the rain poured down.

This cave was really too small—if he were a turtle he could pull his feet and head into it far enough to keep dry. Peter tried to pull his feet in, and he toppled forward.



The turtle didn't care about rain anyway. He just walked along carrying his shell until he walked off the sand into the river. The turtle swam around in the river looking for something to eat. He reached for a worm, but it wiggled under a rock and escaped. The turtle swam back to shore and was climbing out on a log when mother called.

"Lunchtime, Peter," she said, "come wash your hands."

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[39] Reprinted by permission from Joan C. Wendt, "Just a Big Brown Box," *Friend* (March, 1970), pp. 18—19.

Activity Seven/**Science or Mathematics Activities for Children**

The student will be able to:

- Plan and present a science or mathematics activity for children.

Introduction

High school students sometimes avoid science and mathematics activities when they are working with children. These students believe that they lack the knowledge to plan and lead the activity. The following science and mathematics activities can be conducted by most high school students:

- Show collections of insects, leaves, or like objects.
- Use magnets to show what they will or will not pick up.
- Balance objects of different sizes and shapes.
- Conduct sink-or-float experiments.
- Count objects.
- Care for animals in the classroom.
- Grow seeds indoors or outdoors.
- Measure liquid and dry materials.
- Use water play to teach children about the volume and the physical properties of water.
- Match or find shapes, using nuts and bolts, buttons, washers, dried beans, paper clips, beads, and so on.
- Put the correct number of objects in numbered containers such as egg cartons.

Students' Directions

1. Prepare a science or mathematics project for a nursery school:
   a. Select a topic from the previously given list.
   b. Prepare the visual aids you will be using.
   c. List questions you could ask the children about the topic.
   d. Explain what the children are learning, using the information sheet, "Science with Children," in this activity.
   e. Practice your presentation before several class members.
   f. Revise your presentation, if needed, based on your presentation for item e.
2. Lead a group of preschool children in the activity.
3. Evaluate the activity by answering these questions:
   a. What was successful about your activity?
   b. What would you change?
   c. Would you do it again? Why or why not?

Information Sheet/**Science with Children**[40]

Explore the children's environment in such activities as going on trips around the school and into the community; collecting and sorting bulbs, seeds, leaves, pods, stones, and shells; observing and discovering various changes in the environment, changes in weather and seasons, and some of their effects on plants and animals; experimenting with soil and water; and observing such types of life as fish, amphibians, reptiles, birds, and mammals.

Work with animals and plants in such activities as caring for pets and growing plants; learning about different kinds of common plants—their names, where they grow, and what they need to live and grow; observing and talking about animals—how they move, how and what they eat, what sounds they make, where they live, how they sleep, how they produce and care for their young, and how they see, smell, and hear.

React to physical phenomena in such activities as experimenting with friction, magnetism, static electricity, momentum and inertia, melting and boiling, evaporation, condensation, and freezing; observing fog and clouds, ice, snow, rain; and discovering things that do and do not float and that are heavy and light.

Learn about simple machines and how to use them by experimenting with toys; observing derricks, steam shovels, cement mixers, locomotives, operations using pulleys, such as raising and lowering the flag; and using tools, such as hammers, saws, pliers, shovels, and hoes.

Use equipment to further explore the immediate environment by examining with a hand lens such materials as clothing, soil, insects, parts of plants, and common household materials. Experiment with prisms to refract light and with thermometers to observe the rise and fall of the column of mercury or alcohol inside.

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[40] Lillian Gore and Rose Koury, *Educating Children in Nursery Schools and Kindergartens.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1964, pp. 35—36. Used with permission.

Activity Eight/**Science or Mathematics in the Preschool**[41]

The student will be able to:

- Develop questions to encourage children to think about science and mathematics.
- Make a science or mathematics game or toy to be used with preschool children.

Teacher's Directions

1. Have each student look through books with pictures of hand-made games or toys, such as:

   Jorde, Paula. *Living and Learning with Children.* Washington, D.C.: Acropolis Books, 1981.

   Lorton, Mary B. *Workjobs for Parents.* Reading, Mass.: Addison-Wesley Publishing Company, Inc., 1975.

   Marzollo, Jean, and Janice Lloyd. *Learning Through Play.* New York: Harper and Row Publishers, Inc., 1972.
2. Have each student make a game or toy.
3. Have the students, after they have completed their toys, read the following four statements and make up at least four questions that can be used when they play with the toys:
   a. Avoid asking questions that can be answered with yes, no, or one word. Ask questions that require sentences or explanations. Answering questions can help children to develop their language skills.
   b. Give the children opportunities to be creative. Ask: "Can you think of another way to use this toy? What would happen if . . . ?"
   c. Do not hurry the children. Give them an opportunity to answer. Helping too quickly destroys their self-confidence.
   d. Ask how this toy is different from or the same as some other game or toy.
4. Have each student use the game and questions with a group of children and report to class about the activity.

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[41] This activity was developed by Loretta Wilhelmsen, San Ramon Unified School District, Danville.

Activity Nine/**The Impact of Excessive Television Viewing on Children**[42]

The student will be able to:

- List the possible effects of television viewing on children.
- Decide what types of programs are appropriate for children.

Introduction

How television affects children's behavior must be considered both in terms of the behavior it prevents and the behavior it promotes. The time a child spends passively watching television might otherwise be spent in a more social, physical, or intellectual activity. A *TV Guide* study (September 5, 1981) supports the notion that violent television programs promote unnecessary aggressiveness in both boys and girls. Adults need to evaluate the amount and type of television programming children view in terms of the child's physical fitness, behavior, mental alertness, and intellectual curiosity. (See the information sheet in this activity.)

Teacher's Directions

1. Assign students to watch television with a younger child—watching the programs that the child usually sees. The child may be a family member, a child with whom the student baby-sits, or a friend's child.
2. Have each student complete the chart, "Observation—Television Viewing with Children," on the following page.
3. Discuss with the class the possible effects of the programs on small children using the following questions:
   a. How did the child react to the programs?
   b. How did you feel about the programs the child was watching?
   c. What effect do you think each television program had on the child?
   d. If you are responsible for children, what television shows will you allow or encourage children to watch?

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[42] This activity was developed by Nancy Szydelko, Sanger Unified Unified School District.

Observation—Television Viewing with Children

Program watched	*Age of child*	*Number and types of commercials*	*Incidents of direct violence (e.g., physical fights, shootings, and so forth)*	*Incidents of indirect violence (e.g., car chases, screeching tires, explosions, or crashes)*	*Number of spook situations (e.g., unexplained events or supernatural creatures)*

Information Sheet/**Impact of Television on Children**[43]

- Lengthy television viewing by preschoolers increases restlessness, decreases concentration and imaginative play, and hinders vocabulary development, according to Jerome and Dorothey G. Singer from Yale.
- Children who watch a lot of television score lower on achievement tests. But the low-scoring children also tend to have lower IQs; therefore, researchers cannot prove cause and effect.
- Children who have high IQs and who watch a lot of television score lower on reading comprehension than do children with similar IQs who watch less television. That difference in scores was the finding of Michael and Larry Gross, from the University of Pennsylvania, when they studied a group of sixth to tenth grade students. On the other hand, girls with low IQs seem to benefit from watching television.
- Children aged six to ten understood a story as well if they saw it on television as they did when it was read to them from a picture book, reports Laurene Merin from Harvard. But the children learned in different ways. Children who were read to learned by recalling the text and integrated it with their personal experiences. The children who watched the story on television drew on their memory of actions, facial expressions, and special relationships. The study suggests that children benefit from exposure to both good television and good books, since both media elicit a different kind of thinking and learning.
- The question of how television affects children's health must be addressed both in terms of the behavior it *prevents* and the behavior it *promotes*.
- For every hour that a child spends indoors in front of a television set, he or she is not spending—is *prevented* from spending—that hour engaged in physical or social activity. Educators and parents of heavy viewers worry that children's physical fitness, mental alertness, and intellectual curiosity are compromised by these long hours of passive watching.
- Television also *promotes* damaging eating habits. There appear to be specific harmful effects of television commercials on the nutritional and dental health of young people. The Federal Trade Commission and American Dental Association show that over $400 million is spent annually on advertising directed toward children. This advertising recommends highly sugared cereals and snacks. Less than one percent of the advertising budget for children's programs promotes foods required in a balanced diet, such as fruits, vegetables, milk, and eggs. Nutritionists, dentists, and doctors conclude that television's commercial message to children promotes poor eating habits and dental neglect. By the age of two, one-half of American children have either gum disease or at least one decayed tooth.
- Moreover, a recent study of how television commercials affect the eating preferences of preschoolers and fourth graders indicates that both age groups equally are attracted to the products promoted, even though written tests showed that the older children were more mistrustful of the intention of commercials.

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[43] From *Highlights in Home Economics*. Berkeley: University of California Cooperative Extension, September, 1981. Used with permission.

Activity Ten/**Television Viewing Time**[44]

The student will be able to:

- Recognize how the television industry influences the lives of family and children.
- Determine how much time you spend watching television.

Teacher's Directions

1. Have the students take the "What Is Your TVQ?" quiz that appears in this activity.
2. Have the students correct and figure their TVQ using the answer key given in this activity.
3. Discuss each question:
   a. Did the answer surprise you?
   b. What is the importance of this information?
4. Have the students complete "How Much Television Do You Watch?" in this activity.
5. **Review the information on the "Information Sheet—Television Viewing" in this activity. You may want to make overhead transparencies with the television facts written inside the television screen outline similar to the "Ten Ways to Cut Down on Television Viewing" sheet in this activity.**
6. Review "Ten Ways to Cut Down on Television Viewing."
7. Have the students make a list of rules that could be recommended to parents.
8. Have the students compare their lists.

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[44] This activity was developed by Nancy Szydelko, Sanger Unified School District.

What Is Your TVQ?[45]

How much do you know about television—not about the programs, or the stars, but about the industry and the habit? Answers to some of these questions may surprise you, but they are representative of what top television executives think about when they make programming decisions.

Give yourself ten points for each correct answer and then figure out your TVQ.

1. On a typical Sunday night, one out of every two Americans is:
   a. Going to the movies
   b. Watching television
   c. Knitting sweaters
   d. Reading

2. If you are a member of an average television household, your set is on almost:
   a. 40 hours a week
   b. 50 hours a week
   c. 60 hours a week
   d. 70 hours a week

3. You are the advertising manager for a new perfume called "Thirty Love," designed to appeal to active women, ages eighteen to thirty-four, with its heady, sporty fragrance. To buy 30 seconds of commercial time on a top-rated prime-time television show, you will have to spend about:
   a. $8,500
   b. $15,000
   c. $25,000
   d. $40,000

4. Which of the following is *not* usually true of the typical television hero?
   a. He resorts to violence only when he has to.
   b. He is good looking, white, and in his thirties.
   c. His beliefs often differ from those with great wealth or political power.
   d. He is married.

5. **You have manufactured a banana-flavored soft drink called Bingo. You want to run a series of commercials showing everyday people comparing Bingo with other leading soft drinks. What is the position of the Federal Trade Commision (FTC), the agency that regulates television advertising, in regard to your advertising campaign?**
   a. The FTC encourages this kind of advertising because it believes these commercials, when truthful, let people know about product differences.
   b. The FTC discourages such advertisements.
   c. The FTC allows you to run the advertisement, as long as you do not mention your competitor's name.
   d. The FTC prohibits such advertisements.

6. It has been shown that watching a lot of television affects the way people look at the world. Which of the following has *not* been shown?
   a. Adult heavy viewers are much more likely than light viewers to own guns for protection.
   b. Heavy viewers who are children are more likely than light viewers to think that it is "all right to hit someone if you are mad at them."
   c. In Hawaii heavy viewers are better drivers than light viewers.
   d. Heavy viewers are more likely to be afraid of walking city streets alone at night than are light viewers.

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[45] *A Family Guide to Television.* Prepared by Ned White. San Francisco: Far West Laboratory for Educational Research and Development, 1980, pp. 4—5. Used with permission.

What Is Your TVQ? (Continued)

7. If the people listed below were in your family, who would be the one likely to watch the most television, according to the A. C. Nielsen Company's statistics?
   - a. Annie, age eight
   - b. Henry, age fifteen
   - c. Morton, age twenty-nine
   - d. Rhoda, age fifty-nine

8. The A.C. Nielsen Company measures our television viewing habits. Their Storage Instantaneous Audiometer—known to some as the "little black box"—is installed in about 1200 homes and results in ratings determining which shows stay on the air and which are taken off. Which of the following is *not* true about this device?
   - a. It records only when the television set is on and the channel to which this device is tuned.
   - b. The Nielsen Company pays families to have the audiometer installed in their homes.
   - c. The identities of these families are kept secret.
   - d. The information gathered from these households measures the viewing habits in all American homes accurately.

9. If you owned a television station, your license to operate would come up for renewal every three years. The Federal Communications Commission is the regulatory agency which oversees this process. Which of the following is *not* an FCC guideline or law affecting approval of your license application?
   - a. You should devote at least one hour out of 12 to public affairs programs, such as news, talk shows, and consumer shows.
   - b. You should give reasonable time to important community issues and treat them fairly.
   - c. Your station should produce at least two hours of its own programming daily.
   - d. If you sell a half-hour of time to a political candidate, you must offer to sell a half-hour of time to the opposing candidate.

10. Violence on television, a cause for much debate over the past 25 years, hit its peak in 1976 and is now decreasing. True or false?

Answers:

1. B—In numbers this means about 100 million people.
2. C
3. D
4. D—Most leading male television characters are single. Interestingly, item *c* is generally true, indicating that we find appeal in characters who are in conflict with top layers of established society.
5. A
6. C
7. D—Rhoda is in the heaviest-viewing group: women, aged fifty-five and older. Women in general watch more television than men. Teenagers watch the least amount of television, compared to other age groups.
8. D—The samplings cannot be exact, and the Nielsen Company itself notes that ratings are only estimates. Over a long period of time, however, a program's rating becomes more meaningful. Notice that the "little black box" cannot determine whether people are watching the set or, if they are, whether they are enjoying what they are seeing.
9. C—Item *a* is a guideline while items *b* and *d* are strict regulations.
10. True—Apparently, sponsors and television executives have reacted to the public outcry against televised violence.

What is your TVQ? Give yourself 10 points for each correct answer:

90--100 points: NBC wants you!
70— 80 points: You have a hit show!
50— 60 points: Broadcasting may not be your main interest, but you have good television sense.
30— 40 points: You have a lot to learn. There is more to television than the "on/off" button.
0— 20 points: Your show has been canceled.

How Much Television Do You Watch?[46]

To start, find out how much TV you and other members of your family watch in an average week. Use this form to fill in the total hours you and members of your family spend viewing each day, and then total the hours for the week.

The results could mean different things. To find out, consider these questions:

- Were you surprised by the time you spent with television? Was it more or less than you thought?
- Do you remember the times when the set was just turned on and no one was watching? If so, why was it left on?
- How much time was television viewing a family activity? What kinds of shows were popular with everyone? Which shows were not?
- Did you talk about those shows you watched as a family? What kinds of discussion did you have?
- Did you use your newspaper television listings or a television guide to help you choose what to watch; or did you just turn on the set to see what was on?
- Would you want to change the way television is part of your family's life? If so, how?

	Names of family members				
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Total hours					

(You may also wish to record the names of shows you watched for the week. If so, try to keep track of those programs that all or most of your family watched together.)

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[46] *A Family Guide to Television.* Prepared by Ned White. San Francisco: Far West Laboratory for Educational Research and Development, p. 2. Used with permission.

Information Sheet/**Television Viewing**[47]

The average American spends a lot of time with television. In fact, a Minnesota family that had its television set disconnected for a month said that it was like losing a member of the family. When they were reunited with their set, they were much happier.

Look at the statements below. They are based on recent Gallup polls and Nielsen television ratings. How do you and your family compare with them?

- Although teenagers watch less television than any other age group, 44 percent of them believe they spend too much time watching television (only 24 percent said they watched too little television).
- The average American family of five or more people has the set on almost 60 hours a week. That is more than eight and a half hours a day.
- Is there a relationship between violence on television and the crime rate in the country? Sixty-seven percent of teenagers say yes.
- Perhaps you are one of those who would like to spend some of your television viewing time doing something else. Do not hesitate to take action and to make individual and family decisions. Chances are you will be glad you did.

For a number of years, people have been studying what we see on television and comparing it all to what we see in the real world. They made the following discoveries:

- Though about half of the people in this country are women, only about a quarter of the television characters are female. And of those, an unusually large number are young and attractive.
- Old people on television are more often than not shown to be unsuccessful and unhappy.
- Glamorous careers are television trademarks. Police officers, lawyers, doctors, and others with exciting jobs are portrayed on television much more frequently than they appear in real life.
- Nonwhite males are more than twice as likely to be cast in comic roles on television than they are in other roles.
- While the number of violent acts on television has declined over the last three years, hurting or killing someone is still shown to be an effective way to solve problems and conflicts on some programs (and keep viewers glued to their sets). Many people believe that television viewers learn some of their own behavior and standards from television and feel that they, too, can resolve conflicts in this way.

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[47] Adapted from Ned White. *A Family Guide to Television.* San Francisco: Far West Laboratory for Educational Research and Development, 1980, p. 7. Used with permission.

Ten Ways to Cut Down on Television Viewing

1. Set up basic rules, such as: No television viewing before school, during meals, during daytime hours, or before all homework is done.
2. Keep only one television set in the house.
3. Keep the television set in the least inviting room in the house.
4. Set up other activity areas in your home to interest children.
5. Check television listings for the week, and determine programs from which children can choose.
6. Designate certain days of the week when no television will be watched.
7. Set a rule that every hour of television watching must be given equal time with another hobby.
8. Fill in the "sound gap" around the house with music.
9. Plan in advance which shows will be watched.
10. Post a list of activities children can choose from that are an alternative to television viewing.

Section G/**Health and Safety**

The activities in this section will help the student develop abilities to:

- Make a health record and emergency information card.
- List rules for poison prevention.
- Explain what to do in case of a poisoning.
- Plan a nutritious daily diet for a child.
- Explain basic safety rules when caring for children.

Key Generalizations

NOTE: These generalizations may be found on pages 10 and 11 of *Curriculum Design for Parenthood Education.*

1. Preschoolers' diets often lack adequate amounts of important nutrients.
2. Periodic baby checkups protect the future well-being of the child.
3. Accidents are the major health hazard to preschool children over one year of age.
4. Young children are frequently harmed as a result of accessibility to poisons and involvement with conditions that can lead to accidents.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

   EDA

   Activity One—Nutritious Foods for Children
   - Identify the serving size for a small child.
   - Plan a nutritious diet for a child.
   - Assist a child in learning which foods are healthful.

   EDA

   Activity Two—Personal Health Records
   - Record a history of personal health care and major illnesses.
   - Examine the kinds of medical records that should be kept by families.
   - Develop an emergency information card.

   EDA

   Activity Three—First Aid and Safety
   - Explain the basic rules for safety when caring for children.

   Activity Four—Ways to Prevent Poisonings
   - Become aware of poisons found in and around the home.
   - List some rules for poison prevention.
   - Explain what to do in case of a poisoning.

   Activity Five—A Shopping Bag of Poisons
   - Sort common grocery store items for poisonous substances.

   Activity Six—Awareness of Poisonous Garden Plants
   - Determine common garden plants that are toxic.
3. Administer the post-test.

Pretest and Post-Test

1. Why is an immunization record necessary?

2. Why is a record of family illnesses necessary?

3. Make a list of five hazardous substances frequently eaten by children.

4. What is a poison?

5. How many servings of each food group are appropriate for a child of two or three years of age?

   Meat Group:
   Milk Group:
   Fruit and Vegetable Group:
   Bread and Cereal Group:

6. What size servings of each group are recommended each day for a two- to three-year-old child?

   Meat Group:
   Milk Group:
   Fruit and Vegetable Group:
   Bread and Cereal Group:

7. How do you stop a nosebleed?

Pretest and Post-Test (Continued)

8. How do you control bleeding from a deep cut?

9. If a child swallows poison, what is the first thing you should do?

10. When would artificial resuscitation or CPR be necessary?

Answers:

1. An immunization record will help you and your doctor keep track of your current health. It is needed for entrance into school.
2. A record of family illnesses will help you and your doctor keep track of your current health.
3. **See page 262.**
4. A poison is any substance that you eat, breathe, or touch that can make you sick or cause death.
5. Meat Group: two; Milk Group: three; Fruit and Vegetable Group: four; Bread and Cereal Group: four
6. **See page 246.**
7. If the nose continues to bleed, make a wick of gauze or cloth (do not use cotton balls) and insert into the nostril. Pinch the nose to apply pressure. Keep the head elevated or tipped slightly forward. If the nose continues to bleed for longer than 20 minutes, the individual may need medical attention.
8. Wash the cut with soap and use a bandage.
9. Find the container. Call the poison center or doctor and take the container with you. Speed is important. Do not spend too long a time looking for the container.
10. Artificial resuscitation or CPR should be administered when a person cannot breathe for himself or herself due to electric shock, gas asphyxiation, drowning, or other causes.

FDA

Activity One/**Nutritious Foods for Children**[48]

The student will be able to:

- Identify the serving size for a small child.
- Plan a nutritious diet for a child.
- Assist a child in learning which foods are healthful.

Students' Directions

1. Read "Child-Size Servings of Common Foods," which appears in this activity. Plan menus for one day for a small child, using the chart "What Should a Two- to Three-Year-Old Eat Today?"
2. Cut a number of pictures of food out of magazines and sort them into five groups—meat, bread and cereal, fruits and vegetables, milk, and others.
3. Conduct the following activity with preschool children: Mount pictures on flannel and, using a flannel board, have the preschool children sort the pictures into the correct groups.
4. Give flannel-board pictures of the different foods to children. Play "Alice's Restaurant" by Hap Palmer, 1980. (This recording is available as follows: "Alice's Restaurant," Learning Basic Skills Through Music, Vol. III, AR 526, Health and Safety Education Activities, Inc., P.O. Box 392, Freeport, NY 11520.)
5. Let each preschool child make a paper plate collage using one food from each of the food groups. Magazine pictures can be used.

As a community service and leadership development activity, have students prepare and record a series of public service announcements on poison prevention and childproofing the home. Use these announcements on local radio, television, or cable stations.

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[48] This activity was adapted from a module developed by Emily Inouye, Los Angeles Unified School District.

Child-Size Servings of Common Foods

	Two to three years	*Four to five years*
Meat Group: *Two Servings Needed Per Day*		
Meat, poultry, or fish	1½ ounces (42 g)	2 to 3 ounces (56—84 g)
Eggs	½	½ to 1
Cheese	1 ounce (28 g)	2 ounces (56 g)
Peanut butter	1 tablespoon (28 g)	2 to 3 tablespoons (56 to 84 g)
Milk Group: *Three Servings Needed Per Day*		
Milk	½ cup (118 mL)	¾ cup (177 mL)
Cheese	1 ounce (28 g)	2 ounces (56 g)
Ice cream	¼ cup (57 g)	½ cup (114 g)
Fruit and Vegetable Group: *Four Servings Needed Per Day*		
Raw vegetable (carrot)	¼ medium	¼ medium
Cooked vegetable or fruit	3 tablespoons (84 g)	¼ to ⅓ cup (57 to 75 mL)
Fruit juice	¼ to ⅓ cup (59 to 79 mL)	½ to ¾ cup (118 to 177 mL)
Fresh fruit (apple or orange)	¼ medium	½ medium
Bread and Cereal Group: *Four Servings Needed Per Day*		
Bread	½ slice	½ to 1 slice
Cereal	¼ cup (57 g)	⅓ to ½ cup (75 to 114 g)

What Should a Two- to Three-Year-Old Eat Today?

Morning	*Snack*	*Noon*	*Evening*	*Snack*

MILK
ICE CREAM
RICE
PEANUT BUTTER

Activity Two/**Personal Health Records**[49]

The student will be able to:

- Record a history of personal health care and major illnesses.
- Examine the kinds of records that should be kept by families.
- Develop an emergency information card.

Introduction

The American Academy of Pediatrics recommends that children be immunized and given tuberculin testing according to the following immunization schedule. Vaccine combinations and schedules are improved frequently; a physician, therefore, can recommend what is best to use. As each immunization is completed, it should be recorded.

Immunization Schedule

Two months	Diphtheria/tetanus/pertussis (whooping cough) vaccine (DTP), first shot; polio vaccine, first dose
Four months	Polio vaccine second dose (DTP)
Six months	Polio vaccine, completed (DTP)
Twelve months	Tuberculin test
Fifteen to eighteen months	Rubeola (measles) and rubella (German measles) vaccines; polio booster; DTP booster
Four to six years	Polio booster; DTP booster
Fourteen to sixteen years	Tetanus/diphtheria toxoid (adult form)
Thereafter	Tetanus/diphtheria toxoid every ten years

Students' Directions

1. Complete the following forms so that you have an up-to-date health history. (When a pregnant woman is exposed to rubella, she needs to know whether she is immune. A father needs to know whether he previously has had mumps when his child becomes infected.) This health history will help you and your doctor keep track of your current health.
2. Invite a school nurse, public health specialist, nurse practitioner, or pediatrician to the classroom to discuss the need and value of getting immunizations and keeping accurate records of when they are given.

As a community outreach project, have the students sponsor an immunization clinic for the community in cooperation with the county health department or local physicians. Students would develop leadership skills through promoting and publicizing the project, making arrangements with local agencies for location and staffing, and providing child care during the clinic. A mobile clinic may be necessary in some communities.

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[49] This activity was adapted from a module developed by Elzina Adkins, Los Angeles Unified School District.

Immunization Record

Enter the month and year of the completed series, boosters, and single immunizations.

Immunizations	*Personal record*
DTP completed	
Boosters	
Polio completed	
Boosters	
Tuberculin test	
Rubeola (measles)	
Rubella (German measles)	
Mumps	
Tetanus/diphtheria toxoid	
Other	

Complete the emergency health card provided by your teacher. Carry this card in your wallet.

Front of card *Fold here.* *Back of card*

Emergency Health Card

Name: ____________________

Address: ____________________

Telephone: ____________________

In case of emergency, please call: __________

Telephone: ____________________

Doctor: ____________________

Address: ____________________

Telephone: ____________________

Medical Alert Information*: __________

____

Insurance: ____________________

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*Medical Alert Information refers to life-threatening or serious conditions that require special medical attention. Examples are allergy to penicillin, diabetes, epilepsy, and the use of a pacemaker or contact lenses.

Record of Family Illnesses

List accidents, surgery, and illnesses, including chicken pox, mononucleosis, hepatitis, measles, rubella, mumps, strep throat, and whooping cough. If there was surgery, specify what was done and note any history of X-rays, medications, and special diet. A record of blood transfusions is vital for a woman who is Rh negative.

Name	*Date*	*Nature of illness, injury, or surgery*	*Physician*	*Office, clinic, or hospital*	*Treatment*

Individual Problems, Medications, and Allergies

Note any medications that are taken regularly, any substances that must be avoided for medical reasons, and any allergies.

Name	*Conditions*	*Special instructions or medications*

EDA

Activity Three/**First Aid and Safety**[50]

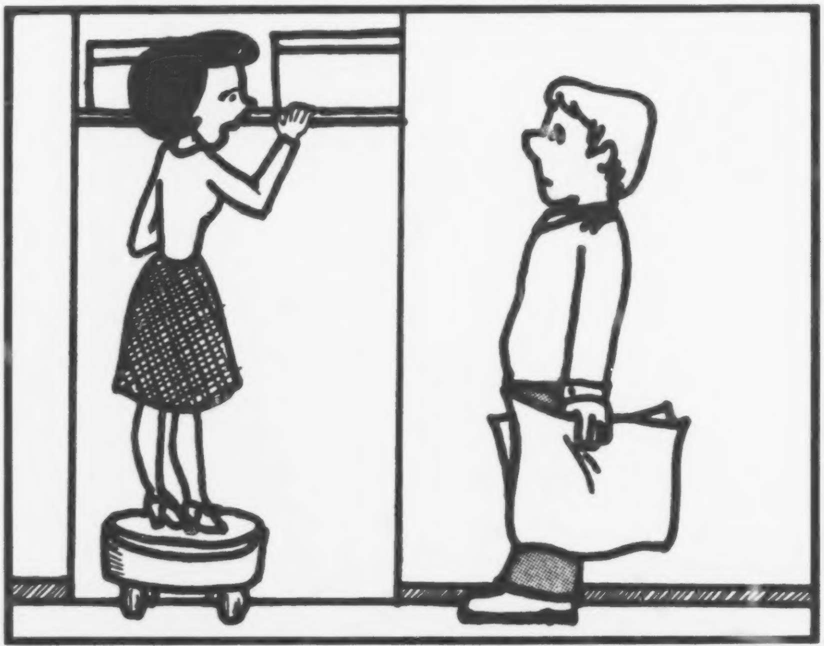
The student will be able to:

- Explain the basic rules of safety when caring for children.

Teacher's Directions

1. Pretest the students using the "First-Aid Health and Safety Quiz" found in this activity. Be sure the students understand it is a pretest.
2. Have the students correct their own papers, using an *X* symbol for incorrect answers. Review the answers in discussion form.
3. Repeat the quiz. Have the students use a — symbol for incorrect answers. Score the quiz as a post-test. If the students achieved 80 percent or better, have them redo only the questions missed.

To extend and enrich classroom instruction, have the students develop and present a story for children illustrating a concept in home safety. This presentation may then be used as a basis for the Child Care Competitive Recognition Event.



"I'm trying to remember where I put the scissors so the children wouldn't get them."

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[50] This activity was developed by Peggy Elliott, Mt. Diablo School District, Concord.

First-Aid Health and Safety Quiz

Complete the answers as to what *you* should do in the following situations before any outside help arrives:

1. The best treatment for a minor burn is:
2. Avoid using greasy salves on fresh burns because:
3. If a child's clothes catch fire, you should:
4. If the house is on fire, the first thing you should do is:
5. If you are calling to report a fire, you should not hang up until:
6. If a child gets a minor nosebleed, you should:
7. If a heavy nosebleed continues, you can help by:
8. The best treatment for a minor cut is:
9. You can help to control bleeding from a deep cut by:
10. The best thing to do during an earthquake is:
11. If a child falls and gets a hard blow on his or her head while you are responsible for the child, the accident must be reported to the teacher and/or the parents because:

First-Aid Health and Safety Quiz (Continued)

12. If a child falls and is lying on the ground, you should:

13. If a child swallows poison, the first thing you should do is:

14. You can help dilute the poison by:

15. The victim should not vomit if he or she has swallowed something containing:

________, 16 ________, and 17 ________.

18. You can help a child vomit by ________________ or 19 ____________.

20. An effective new method for helping a choking victim is the Heimlich maneuver. Explain this procedure:

Administering artificial resuscitation (breathing) may be necessary for victims of electric shock or drowning.

21. Immediate action is necessary to avoid brain damage or:

22. What do you do to the victim's chin?

23. What do you do to his or her nose?

24. What do you do concerning his or her stomach?

First-Aid Health and Safety Quiz (Continued)

25. An infant (under two years old) requires how many breaths per minute?

26. How many breaths per minute is required by an adult?

27. What is a fairly accurate method of counting seconds without a watch?

28. How long should you keep up your breathing if a child does not respond?

Bee stings require special care.

29. Why are bee stings dangerous for some people?

30. When removing a stinger, remember to avoid:

31. You can soothe the site of the sting by:

32. Observe the child for signs of trouble (an emergency situation needing immediate attention), such as ____________, 33 __________________, or 34 ______________.

Never leave a child alone in the bathtub. Three main dangers are:

35.

36.

37.

First-Aid Health and Safety Quiz (Continued)

The kitchen can be a dangerous place for small children. Accidents can be avoided by:

38.

39.

40.

41.

42.

43.

Automobile accidents are the most frequent cause of accidental death in children. Four ways you can help lower the toll are:

44.

45.

46.

47.

Preventing or anticipating trouble is the most important safety rule when you are responsible for caring for children. Name three ways this rule can be carried out in the play yard at the nursery school.

48.

49.

50.

Where can you find the most convenient and readily available first-aid information?

51.

First-Aid Health and Safety Quiz (Continued)

Answers:

1. Use cold water.
2. Salves may have to be cleaned off. Salves hold in the heat.
3. Roll the child on ground with coat, rug, or blanket to cut off the oxygen.
4. Get everyone out of house or school; then call the fire department.
5. Do not hang up until the fire department operator hangs up.
6. Keep the child calm. Have the child sit down, and pinch the nose for up to 15 minutes while keeping the head elevated.
7. If the nose continues to bleed, make a wick of gauze or cloth (do not use cotton balls) and insert into the nostril. Pinch the nose to apply pressure. Keep the head elevated or tipped slightly forward. If the nose continues to bleed for longer than 20 minutes, the individual may need medical attention.
8. Wash the cut with soap, and use a bandage.
9. Press with the heel of the hand over the cut. If clean bandages or cloth are available immediately, you may press with them. With serious bleeding, speed is important.
10. Read the directions for your school. The general rule is to duck under cover and then leave the building.
11. Concussions sometimes show up later.
12. Do not pick the child up. Step back a few steps and say, "Come over and let me help you." If he or she cannot, leave the child there and get help.
13. Find the container. Call the poison center or doctor and take the container with you. Speed is important. Do not spend too long a time looking for the container.
14. Use milk or water.
15. Acid. It burns on the way down and up.
16. Alkali. It burns on the way down and up.
17. Petroleum products. They get in the lungs on the way up.
18. Ipecac syrup.
19. Put your finger down the child's throat (touch the palate to make the child gag); use raw egg or salt water.
20. While standing behind or to the side of the conscious victim, support the victim with one hand on the victim's chest, with the victim's head lowered. With your free hand, give four sharp blows between the shoulder blades. If unsuccessful, use the Heimlich maneuver. Stand behind the victim and circle your arms around the victim's middle just above the navel. Clasp your hands together in a doubled fist and quickly thrust it in and up several times. Repeat this action several times to dislodge the trapped object. If this technique is still unsuccessful, repeat it, giving four blows to the back and then four quick thrusts.
21. Death.
22. Lift up and back.
23. Cover or hold.
24. Watch as it rises and press air out only if air does not escape freely.
25. Twenty—little puffy breaths (one breath every three seconds). Children over two years require one breath every four seconds or 15 per minute.
26. Twelve—one breath every five seconds or 12 breaths per minute.
27. One—1000 and two—1000.
28. Until you cannot do it anymore, until help comes, or until the child starts breathing.
29. Allergic reactions. More people die of bee stings than snake bites.
30. A stinger is like a turkey baster. If you squeeze it, it injects the remainder of the poison. Brush off the stinger with the thumbnail. Do not remove the stinger with tweezers or the thumb and finger.

First-Aid Health and Safety Quiz (Continued)

31. You can soothe the site of the sting best by using ice or cold water. Alcohol or a baking soda solution also is soothing.

32, 33, 34. Difficult breathing; dizzy spells; vomiting; pupils of eyes different; sleepy and difficult to wake up (If these signs are present, seek immediate medical attention. Usually the signs of a bee sting are generalized itching and redness.)

35, 36, 37. Drowning.
Burns.
Falls—A child may slip and injure its head.

38—43. Many possible answers: turning handles on stove inward; supervising children; storing poisonous substances, matches, sharp equipment, small objects, and electrical equipment out of a child's reach or in a locked cupboard (Children's clothes should fit properly so that children do not trip over them or catch them on objects.)

44—47. Supervise children.
Do not allow children in cars alone.
Do not drive with a child in your lap.
Use seat belts.
Use good quality children's seat belts and car seats.

48—50. Providing constant supervision; getting children down from high places; picking up hazardous substances; standing near dangerous activities.

51. On the front pages of a telephone book.

Activity Four/**Ways to Prevent Poisonings**[51]

The student will be able to:

- Become aware of poisons found in and around the home.
- List some rules for poison prevention.
- Explain what to do in case of a poisoning.

Teacher's Directions

1. Have the students discuss personal experiences with poisons or answer the following questions:
   - Have you ever known anyone who has been poisoned or who has been taken to the doctor for a possible poisoning?
   - What was the poisonous substance?
   - How did it happen?
   - How old was the person?
   - What was done for the person?
   - How could the poisoning have been prevented?
2. Have the students complete the "Poisonous Substance Home Survey" in this activity. (A poison is any substance that you eat, breathe, or touch that can make you sick or cause death.)
3. Discuss the survey results with students. As a class do the following:
   a. Compile a list of the ten most common locations for hazardous substances.
   b. Compile a list of at least five ways people can protect children from hazardous substances.
4. Have each student use a telephone book to determine whom to call in case of a poisoning. Have each student explain what he or she would do. In California, the emergency section of the telephone book lists the telephone numbers of the local poison center or fire rescue squad to call in case of an emergency. For more information, contact your local poison control center. What do you do in your community?

Sponsor a poison prevention campaign in your community. Enlist the help of another community service organization to help your chapter develop and print "Yuk" stickers (to warn children not to eat or drink the dangerous product). Present the concept of "Yuk" to children through skits, puppet shows, or plays developed by your chapter and performed for preschool and elementary schoolchildren and their parents. Give "Yuk" stickers to parents to apply to products in their homes. Distribute wallet-size cards listing the number of the poison control center and other local emergency telephone numbers. Develop a handout for the chapter to distribute to nursery school parents.

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[51] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Poisonous Substance Home Survey

Name of substance	*Check here if you know it is poisonous.*	*Check here if you think it is poisonous.*	*Where is it stored?*	*Check if you could reach it if you were a crawler, six to ten months old.*	*Check if you could reach it if you were a toddler, one to two years old.*	*Check if you could reach it if you were a climber, two to five years old.*	*If there are children in your household, what has been done to protect them from this poisonous substance?* *or* *What will you do to protect children if there are any poisons in the household?*
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Activity Five/**A Shopping Bag of Poisons**[52]

The student will be able to:

- Sort common grocery store items for poisonous substances.

Teacher's Directions

1. Have the students bring common household items or the labels from these products to class. Refer to the "Information Sheet/Poisons" in this activity.
2. Have the students read the labels and sort them as to poisonous or possibly harmful substances (e.g., items that should be kept out of the reach of children). Have the students use the "Poison Awareness Chart" on the following page to indicate where the product is stored in their home, whether or not a child could reach it, and how to store the product safely.

Conduct a comparison of the types, features, and prices of safety locks for cupboards and drawers in the home. Present this information in the Consumer Education Competitive Recognition Event.

Activity Six/**Awareness of Poisonous Garden Plants**[53]

The student will be able to:

- Determine common garden plants that are toxic.

Students' Directions

1. Find the names of as many toxic plants as you can in the "Toxic Plants Word Search" puzzle. Circle each one that you find. They may be listed across, down, or diagonally.
2. Use the "Information Sheet/Poisonous Plants." Can you find more examples?
3. Use the puzzle key to check your answers.
4. Brainstorm with the class ways to protect children against poisonings by plants. Examples: Teach children to avoid putting plants into their mouths. Supervise small children while they are playing in yards or gardens.

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[52] This activity was developed by Nancy Szydelko, Sanger Unified School District.

[53] This activity was developed by Loretta Wilhelmsen, San Ramon Unified School District, Danville.

Poison Awareness Chart

What is the name of the product?	*Is the product poisonous?*	*Is the product harmful?*	*Where is the product now stored?*	*Could a child reach it?*	*How could this product be stored more safely?*

Information Sheet/**Poisons**

Poison	*Location*	*Prevention*
Detergents, bleach, fabric softener, and so forth	Laundry room	Store in a high, out-of-sight place. Keep in a locked place if the child is a climber.
Sprays, polishes, cleaning substances, and so forth	Cleaning cupboard	Use safety lids on bottles. Keep bottles in a locked cupboard high and out of sight of children.
Flavorings, salts, alcoholic beverages, saccharin	Kitchen	Store high and out of the sight of children.
Medicines (aspirin is a number one cause of accidents due to poisoning), cosmetics, aerosols, rubbing alcohol, disinfectants, laxatives, vitamins (especially A and D), eye medicines, and so forth	Bathroom	Use safety lids. Keep medicine locked up. Do not take medicine while children are watching; they imitate.
Poisonous sprays, baits, fertilizers, paints, antifreeze, lighter fluids, insecticides, gasoline	Garage, basement, or yard	Store in a high locked cupboard. Keep in the original container.
Alcohol, plants	Living or family room	Check to see whether plants are poisonous before purchasing them. Put away all alcoholic beverages before leaving the room.

Emergency Procedure

1. Speed is important.
2. Call the fire rescue, poison center, doctor, hospital, or police.
3. Save the container and the rest of the contents.
4. Talk with a doctor or information resource person before trying first aid because different poisons require different treatments.

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[51] This activity was developed by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Toxic Plants Word Search

H	I	E	I	L	Q	C	D	O	M	A	D	A	E	A	C	D	U	H	O	F	I	E
I	O	T	S	B	S	M	A	B	T	Z	T	C	F	M	B	F	A	F	D	U	A	R
O	C	B	S	W	E	E	T	P	E	A	S	E	E	D	S	K	H	E	C	S	N	C
A	D	B	O	U	T	A	N	U	C	L	I	Q	N	T	P	S	N	V	E	O	R	D
M	A	D	S	O	S	I	E	Q	L	E	N	G	L	I	S	H	I	V	Y	O	H	D
A	F	O	X	G	L	O	V	E	L	A	C	H	B	R	R	B	P	B	E	R	U	C
H	F	B	E	M	C	N	I	T	M	S	A	E	R	C	P	I	C	P	T	P	B	T
R	O	Z	X	U	T	S	R	B	B	O	R	M	E	P	R	A	S	D	H	O	A	D
I	D	I	E	F	F	E	N	B	A	C	H	I	A	V	A	O	P	T	S	C	R	I
R	I	C	P	F	B	C	H	C	N	S	S	I	O	P	H	I	C	O	A	M	B	U
O	L	E	A	N	D	E	R	E	L	Q	P	R	I	V	E	T	O	U	R	P	L	O
M	B	I	A	M	C	S	D	T	K	H	O	A	F	A	P	H	L	E	S	T	E	C
S	U	M	M	E	P	A	D	H	O	I	T	C	W	A	L	A	O	B	S	F	A	C
B	L	N	I	S	P	O	C	A	L	L	A	L	I	L	Y	N	H	C	B	A	V	B
S	B	A	S	C	B	O	F	I	C	S	T	O	C	T	F	F	O	F	G	T	E	F
W	S	D	T	H	O	F	E	G	P	H	O	L	L	Y	B	E	R	R	I	E	S	A
C	T	P	L	P	F	S	T	G	S	S	S	B	R	B	C	D	S	P	S	D	F	I
S	E	R	E	O	L	C	L	A	P	V	P	H	I	L	O	D	E	N	D	R	O	N
H	A	C	T	A	A	F	H	I	W	T	R	K	D	F	R	H	O	O	P	S	F	G
B	G	X	O	Z	N	R	L	I	L	Y	O	F	T	H	E	V	A	L	L	E	Y	C
M	U	N	E	C	T	D	P	E	R	A	U	T	I	N	C	M	B	P	T	L	A	B
F	C	H	B	B	A	P	B	W	I	S	T	E	R	I	A	R	O	U	P	S	A	B
A	N	V	E	V	N	A	P	T	S	C	S	S	I	O	N	H	I	O	A	B	A	D
C	W	R	R	S	A	P	I	T	S	F	A	B	C	H	C	N	P	A	O	C	O	C
G	P	A	R	D	H	O	I	T	O	A	D	S	T	O	O	L	S	R	A	M	O	L
W	G	A	I	V	R	F	I	L	T	P	A	H	B	E	B	C	O	C	R	C	M	C
O	L	D	E	M	C	H	O	R	S	E	C	H	E	S	T	N	U	T	S	I	H	O
M	B	T	S	T	C	K	V	A	D	H	W	C	S	S	U	F	J	A	P	X	U	D
P	A	D	F	P	O	L	C	S	O	N	C	R	I	N	A	B	T	T	L	Q	M	C

Information Sheet/**Poisonous Plants**[54]

Toxic Plant List

Apricot—Seed pit, stems, bark
Azaleas—All parts
Calla lily—Bulbs
Castor beans*—Mature seeds
Crocus—Leaves
Daffodil—Bulbs
Dieffenbachia—All parts
English ivy—Berries and leaves
Foxglove—Leaves
Iris—Leaves and rhizomes
Hemlock—All parts
Holly—Berries
Horse chestnut (buckeye)—Nuts
Hyacinth—Bulbs, leaves, flowers
Hydrangea—Leaves and bulbs
Lantana (red sage)—Berries
Larkspur or delphinium—Seeds and young plants

*One of the two most violently poisonous plants found in California.

Laurels—All parts
Lily of the valley—Leaves and flowers
Mistletoe—Berries
Morning glory—Seeds
Narcissus—Bulbs
Nightshade—Berries
Oleander*—All parts, including dried leaves**
Philodendron—All parts
Potato sprouts—Sprouts
Privet—Berries and leaves
Poinsettia—Leaves and flowers
Rhubarb—Leaves
Rhododendron—All parts
Sweet pea—Peas or seeds
Toadstools—All parts
Tulip—Bulbs
Wisteria—Seeds

**Even the smoke from burning brush affects some people.

Although eating or being exposed to poisonous plants rarely causes death, a serious reaction may occur and require a child to be hospitalized. The degree of poisoning depends on the size of the child, the amount of the plant eaten, and the toxicity of the plant.

Because small children—with their curiosity and tendency to put things into their mouths—are the most common victims of poisonous plants, every effort should be made to teach them not to eat any plant parts (leaves, berries, seeds, or flowers) other than those fed to them as vegetables or fruits.

Castor bean and oleander are the two most violently toxic of the common garden plants found in California.

Castor bean is widely used throughout the state as an ornamental shrub and in some areas is grown by farmers for the oil in the seeds. It also grows wild along roads and streambeds in the warm sections of the state.

The poisonous material called ricin is contained in the fleshy part of the mature seed. Eating small quantities of ricin can produce serious results. The symptoms produced include a burning sensation in the mouth, nausea, vomiting, abdominal pain, blurred vision, dizziness, and convulsions. A child's eating two or three seeds has been reported to cause death, and eating as few as six can kill an adult. Danger can be eliminated if the seed heads are clipped off before they mature.

Oleander is an evergreen shrub growing up to 15 or 25 feet (5 or 8m) in height, with a profusion of white, pink, or red flowers in the summer. All parts of the plant, including the dried leaves, are poisonous. A child can become severely ill with vomiting, abdominal pain, and diarrhea from eating only a few leaves. Even the smoke from burning oleander brush affects some persons. The effects are similar to that of the drug digitalis and require immediate treatment by a doctor.

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[54] Reprinted from "Guard Children Against Garden Poisons," from the June, 1979, issue of *Health Tips* by permission of the California Medical Education and Research Foundation.

Because the effect of many poisonous plants is often the result of a person's allergic sensitivity rather than of the direct toxicity of the plant, it is impossible to list every plant species which can cause trouble. However, parents of small children should be aware of the more serious threats to safety.

Accidents happen. The following first-aid steps are recommended if you think your child has eaten any poisonous plant:

1. Take any plant matter from the child and clean out the child's mouth.
2. Call the doctor or a poison control center. Many California communities have poison control centers which can provide quick emergency information and referral, if needed. Look for poison emergency information on the first page of the telephone book.
3. If directed to do so, induce vomiting by administering syrup of ipecac. This substance, which can be purchased without a prescription at any pharmacy, should be available in all households where potential poisonings can occur.
4. If directed to take the child to the hospital, take along a sample of the plant and any vomitus collected.

Answers to Toxic Plants Word Search

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H I E I L Q C D O M A D A E A C D U H O F I E
I O T S B S M A B T Z T C F M B F A F D U A R
O C B S W E E T P E A S E E D S K H E C S N C
A D B O U T A N U C L I Q N T P S N V E O R D
M A D S O S I E Q L E N G L I S H I V Y O H D
A F O X G L O V E L A C H B R R B P B E R U C
H F B E M C N I T M S A E R C P I C P T P B T
R O Z X U T S R B B O R M E P R A S D H O A D
I D I E F F E N B A C H I A V A O P T S C R I
R I C P F B C H C N S S I O P H I C O A M B U
O L E A N D E R E L Q P R I V E T O U R P L O
M B I A M C S D T K H O A F A P H L E S T E C
S U M M E P A D H O I T C W A L A O B S F A C
B L N I S P O C A L L A L I L Y N H C B A V B
S B A S C B O F I C S T O C T F F O F G T E F
W S D T H O F E G P H O L L Y B E R R I E S A
C T P L P F S T G S S S B R B C D S P S D F I
S E R E O L C L A P V P H I L O D E N D R O N
H A C T A A F H I W T R K D F R H O O P S F G
B G X O Z N R L I L Y O F T H E V A L L E Y C
M U N E C T D P E R A U T I N C M B P T L A B
F C H B B A P B W I S T E R I A R O U P S A B
A N V E V N A P T S C S S I O N H I O A B A D
C W R R S A P I T S F A B C H C N P A O C O C
G P A R D H O I T O A D S T O O L S R A M O L
W G A I V R F I L T P A H B E B C O C R C M C
O L D E M C H O R S E C H E S T N U T S I H O
M B T S T C K V A D H W C S S U F J A P X U D
P A D F P O L C S O N C R I N A B T T L Q M C
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Section H/Types of Child Care Centers

The activities in this section will help the student develop abilities to:

- List factors to consider when selecting a child care center.
- Identify the kinds of child care centers available in the community.
- Assess appropriate child care centers for various family requirements.

Key Generalizations

NOTE: These generalizations may be found on pages 9 through 11 of *Curriculum Design for Parenthood Education.*

1. The family provides the primary environment for the growth and development of infants and young children; later, this setting is expanded to include the school and the community.
2. Some form of regular social contact, particularly with other children, outside the home environment is desirable for the prekindergarten child.
3. A variety of day-care or nursery school services is available in most communities.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

EDA

Activity One—Important Concerns in Selecting Child Care
- List what should be considered in choosing a child care center.

EDA

Activity Two—Child Care Centers in the Community
- Identify kinds of child care centers available in the local community.
- Assess appropriate child care centers for a variety of family requirements.

3. Administer the post-test.

DAY
CARE
CENTER

Pretest and Post-Test

1. List five factors to consider when selecting a child care center:

   a.
   b.
   c.
   d.
   e.

2. Name and describe two types of day-care centers:

   a.
   b.

3. Name and describe two types of nursery schools:

   a.
   b.

4. Name and describe the services of two child care centers or facilities in your community:

   a.
   b.

Answers: (1) page 271; (2) page 269; (3) page 269; (4) page 271.

EDA Activity One/**Important Concerns in Selecting Child Care**[55]

The student will be able to:

- List what should be considered in choosing a child care center.

Students' Directions

1. Ask three people who have children in child care centers what was most important to them when they selected the child care center. List the reasons below:

   Friend one: ____________________________________

   ____

   ____

   ____

   Friend two: ____________________________________

   ____

   ____

   ____

   Friend three: ____________________________________

   ____

   ____

   ____

2. Compile a complete list of important factors for selecting a child care center.
3. List the five factors most important to you when you select a child care center for your future child.

As a community service project which reinforces classroom learning, develop a brochure or public service announcement outlining the qualities parents should look for in a good child care facility. Distribute it through local PTA groups, grocery stores, or employment offices.

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[55] This activity was developed by Loretta Wilhelmsen, San Ramon Unified School District, Danville; and by Jo Hanson, Capistrano Unified School District, San Juan Capistrano.

EDA Activity Two/**Child Care Centers in the Community**[56]

The student will be able to:

- Identify the kinds of child care centers available in the community.
- Assess appropriate child care centers for a variety of family requirements.

Students' Directions

1. Read the following list of types of child care and general information:

Day-Care Centers

Daily care is available from 7 a.m. to 7 p.m. for children of parents working or attending school. The emphasis is on care or baby-sitting.

- Business day-care centers—A large company may provide child care for employees.
- Private day-care centers—This kind of child care business is operated for profit.
- Private home day-care centers—Children are kept by someone in a private home.
- Publicly funded day-care centers—Child care is provided by the government, usually with a sliding scale fee for those unable to pay the full fee.

Nursery School

Early educational and social experiences for children are provided. Children usually attend for two or three hours per day for two to five days a week. The following are different kinds of nursery schools:

- *Co-op*—The staff is made up of a director and parents taking turns. Some co-ops offer parent education classes.

  Advantages of a co-op:
  1. The costs are lower.
  2. The parents are involved.
  3. The separation of the parent and child is delayed.

- *Lab schools*—These are operated by colleges and high schools to provide training experiences for students.

  Advantages of lab schools:
  1. The costs may be lower.
  2. The staff is young and enthusiastic.

- *Private nursery schools*—Businesses are operated for profit by the director and staff.

  Advantages of private nursery schools:
  1. The staff is stable and consistent.
  2. These schools must provide what parents want in order to stay in business.

- *Head Start or other subsidized child care*—This care is provided to give economically disadvantaged children enriching experiences before they enter school.

---

[56] This activity was developed by Jo Hanson, Capistrano Unified School District, San Juan Capistrano.

Students' Directions
(Continued)

Advantages of government-subsidized programs:

1. The costs are lower.
2. The schools are located in areas of need.
3. Parent education may be included.

- *Church preschools*—These may be similar to private or co-op preschools, but they have a religious orientation.

  Advantages of church preschools:

  1. These may present religious orientation to the child.
  2. The staff is stable and consistent.
  3. These schools must present the program that parents want in order to stay open.

2. Locate four or more types of child care programs in your community. Fill in the "Survey of Child Care Available in Your Community."

   Other questions that could be included in the survey of the kinds of child care are philosophy of education, education of teachers, and special programs offered; for example, cultural field trips, special education, or foreign language activities.

3. Select a child care program you would choose in each of the following situations. Explain why.
   a. You are divorced and have a six-month-old infant. You would like to continue your education at the local community college.

   b. Both you and your spouse work from 8 a.m. to 5 p.m. You have enough money to pay for your three-year-old's child care, but you still need to watch the family budget carefully.

As a community service, visit and research the child care facilities in your community. Prepare a community directory that includes cost, teacher/student ratio, director's name, ages of children served, daily schedule, program offered, and special services offered.

Survey of Child Care Available in Your Community

Kind of child care	*Location*	*Number of children*	*Number of staff*	*Time children may spend at the center*	*Cost*	*Ages of the children*
Example: Co-op	YWCA (address)	20 to 50	One director Five parents each day	2½ hrs/day 4 days week	$15/week	Two to five years

Section I/**Careers in Child Care**

The activities in this section will help the student develop abilities to:

- Recognize personal qualifications needed by a child care giver.
- Plan and prepare a surprise box containing objects to entertain or educate a young child.
- Record emergency telephone numbers needed by child care givers.
- Evaluate personal qualifications as a child care giver.
- Research a career in child care.

Key Generalizations

- A career with children requires patience, understanding, and respect for the child.
- Careers with children are possible for care givers with various levels of educational experience.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

   Activity One—Qualifications for a Child Care Giver
   - Recognize personal qualifications needed by a child care giver.
   - Recognize personal qualities that need improvement for an individual to be an effective child care giver.

   EDA

   Activity Two—Super Sitter's Surprise Box
   - Plan and make a surprise box containing objects to entertain or educate a young child.
   - Use the objects in the surprise box when caring for children.

   Activity Three—Emergency Numbers for a Child Care Giver
   - Record the emergency telephone numbers parents and child care givers must know.

   EDA

   Activity Four—Will I Be a Good Child Care Worker?
   - Determine a student's ability to work successfully with children through self-evaluation.

   Activity Five—Introduction to Careers with Children
   - List careers involving children that require a high school education through an advanced degree.
   - Research a career in child care.
3. Administer the post-test.

Pretest and Post-Test

1. Name five qualities a person needs to work with children:
   a.
   b.
   c.
   d.
   e.

2. Name some items that could be used to entertain a child you are caring for:

3. Describe the duties, educational requirements, personal qualifications, opportunities for advancement, salary range, benefits, and disadvantages of a career in child care.

Answers: (1) page 275; (2) page 276; (3) page 281.

Activity One/**Qualifications for a Child Care Giver**[57]

The student will be able to:

- Recognize personal qualifications needed by a child care giver.
- Recognize personal qualities that need improvement for an individual to be an effective child care giver.

Students' Directions

1. Examine the chart "How Do I Rate as a Child Care Giver?" in this activity and check the square that best describes you.
2. Score yourself using the following scale:

   Give yourself:

   Four points for each *always*
   Three points for each *often*
   Two points for each *seldom*
   Zero points for *never*

   If you have a total of:

108—120	You are a super sitter.
90—107	You are a good sitter.
60— 89	You are an average sitter.
Below 59	Take a child care class.

3. Based on your answers, list two areas of your child care skills that need the most improvement. Write a paragraph describing how and when you can practice these two skills.
4. Practice these two skills when you are baby-sitting, working in a nursery school, or working at home with your brothers or sisters.
5. Share your experiences with other members of your class or group.

SOME BABYSITTER, MOM. SHE LEAVES ME WITH HER CHEMISTRY SO SHE CAN PLAY MISSILE COMMAND!
SMASH!
BANG!

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[57] Adapted from a module developed by Mary Snyder and Pat Nolcox, Los Angeles Unified School District.

How Do I Rate As a Child Care Giver?[58]

Evaluate your baby-sitting practices on the scales given at the left.

Always	*Often*	*Seldom*	*Never*	
				Examining My Attitudes About Children:
				I study and observe children to learn more about them.
				I read and learn more about children so that I will do a better job.
				I like children.
				I expect children to try to do the right thing.
				I give my full attention to the safety and care of the children.
				Understanding My Responsibility as a Baby-Sitter:
				I am organized and businesslike about baby-sitting.
				I get full directions for the job from the parents.
				I follow the routine of the family members and respect their privacy.
				I am prepared for emergencies that might arise, and I remain calm.
				I take pride in doing a good job.
				Helping the Children Feel Good About Themselves:
				I am genuinely interested in children.
				I treat each child with respect.
				I treat each child as a unique individual.
				I am honest with children.
				I care for the child even when I do not care for the behavior.
				Behavior Which Is Appropriate for the Child's Age:
				I set a good example of behavior for children to follow.
				I allow the child many choices.
				I let the children discover and learn and do for themselves whenever possible.
				I show the children rather than telling them how to act and do things.
				Using Constructive Methods of Guidance and Discipline:
				I think ahead in situations so that conflict is avoided.
				I set reasonable limits and restrictions.
				I follow through with action to see that each rule is carried out.
				Realizing That Play Is a Child's Work and Way of Learning:
				I control the child's play environment for the safety of the child.
				I provide a variety of materials for fun and learning.
				I respect a child's activity and play.
				I show interest in and participate sometimes in the child's play.

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[58] This form was adapted from materials published by the U.S. Consumer Product Safety Commission, Bureau of Information Education, Washington, D.C.

EDA

Activity Two/**Super Sitter's Surprise Box**

The student will be able to:

- Plan and make a surprise box containing objects to entertain or educate a young child.
- Use the objects in the surprise box when caring for children.

Students' Directions

1. Select a box (for example, a shoe box) and decorate it with brightly colored paper, fabric, or paints.
2. Choose an assortment of at least six items for the box. The items may be used, repaired, or homemade toys; interesting objects; or games. Below is a sample list of the items you may include in your surprise box:
   a. Rubber animal or ball
   b. Plastic or wooden animals
   c. Plastic or cloth books
   d. Set of measuring cups or spoons
   e. Playing cards
   f. Round containers (oatmeal or margarine container) filled with wooden clothespins or small blocks of wood scraps
   g. Spools of yarn, squares of material, and a large needle
   h. Paper and crayons
   i. Home-made puzzles
   j. Home-made puppet
   k. Old hat
   l. Glue or paste and small scraps of material
3. Record which items in the surprise box are the most popular with children of different ages, the next time you baby-sit. *NOTE:* Toys that are safe for one age group (e.g., yarn and a large needle for an eight-year-old) are dangerous for another age group (e.g., a four-year-old). Items in the surprise box should be suitable for the age of the children you will be baby-sitting.

To provide an opportunity for career exploration, have FHA-HERO members locate places in your community where people have careers working with children. Mark these locations on a map for students and take a walking tour of them. Suggested places to visit are a children's hospital, library, elementary school, preschool, home day-care center, toy store, college or university lab school, recreation department, special education center, probation department, and welfare department. Follow up this activity by preparing a slide show describing the careers of the people the students observed on the field trip.

Activity Three/**Emergency Numbers for a Child Care Giver**[59]

The student will be able to:

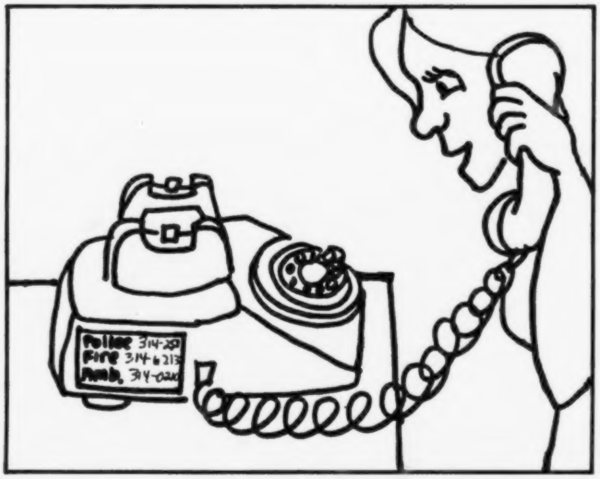
- Record the emergency telephone numbers parents and child care givers must know.

Students' Directions

1. Make up a set of five 3 x 5-inch (8 x 13 cm) cards. Each time you care for children, fill in the telephone numbers before the parents leave. Keep the card with you. (See the following example.)

Name of family: ____________________
Fire department: ____________________
Police department: ____________________
Family doctor: ____________________
Location of parents: ____________________
____
Neighbor or relative in case parents are unavailable: __________
____
Local hospital: ____________________
Crisis center number: ____________________
Poison center number: ____________________

2. Study the list of needed telephone numbers. List the numbers that would be same for all your jobs. List those numbers which will be different for each job.
3. Complete this form the next time you care for children. Share with other students the reaction of the parents to your list of telephone numbers.



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[59] This activity was developed by Mary Snyder and Pat Nolcox, Los Angeles Unified School District.

EDA Activity Four/**Will I Be a Good Child Care Worker?**[60]

The student will be able to:

- Determine a student's ability to work successfully with children through self-evaluation.

Students' Directions

1. Complete the chart on the following page by placing a check in the area that best describes how you work with children.
2. Score yourself using this scale:

125—110	Outstanding potential for working with children
109—95	Good potential for working with children
94—75	Average potential for working with children
Below 75	Need training and experience

3. Decide what skills you need to develop or improve to work successfully with young children.

To provide an opportunity for career exploration, invite the children's librarian to speak to your class about his or her job duties, career preparation, and training. Have members of your chapter conduct a story hour at the community library. The stories developed for this community outreach project may be used for the Child Care Competitive Recognition Event.

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[60] This activity was developed from a module by Mary Snyder, Los Angeles Unified School District.

Personal Qualities of Persons Who Work Successfully with Children[61]

	Scores				
	5	4	3	2	1
	Always	*Usually*	*Sometimes*	*Seldom*	*Never*
a. They have a willingness to learn and to work. New situations will constantly arise, and aides must learn to adapt to them.					
b. They have an ability to take constructive criticism. People learn through their mistakes.					
c. They have the ability to follow directions. Supervisors must be free to work with children, not constantly oversee an aide's activities.					
d. They have respect for the employer and staff members. The staff must cooperate if the program is to be successful.					
e. They possess a health certificate. This is needed to meet licensing requirements.					
f. They possess physical stamina. Caring for children is physically exhausting.					
g. They observe safety and sanitation procedures. This practice is essential for the protection of the children.					
h. They observe professional ethics. The discussion of children outside of class or criticizing the staff or parents is unprofessional.					
i. They have a reading ability at a level sufficient to read stories effectively and to read files.					
j. They have the ability to write adequately to complete records, write observations, print names of students, and so on.					
k. They enjoy children. For the job to be enjoyable and satisfying, this feeling must be true.					
l. They have a sense of fairness. They must occasionally arbitrate disputes.					

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[61] **This chart was adapted from *A Career Education Unit for Senior High School, Child Development Occupations.* San Diego: San Diego City Unified School District, 1976.**

Personal Qualities of Persons Who Work Successfully with Children (Continued)

	Scores				
	5	4	3	2	1
	Always	*Usually*	*Sometimes*	*Seldom*	*Never*
m. They have an ability to relate to children. They must understand a child's perception to communicate effectively.					
n. They must possess a positive self-concept. People can develop a positive self-concept in others only when they accept themselves.					
o. They possess character traits, such as:					
(1) Initiative—A supervisor has many responsibilities and does not have time to direct an aide constantly.					
(2) Dependability—A program cannot operate efficiently and effectively unless all workers do their part.					
(3) Accuracy—This trait is necessary for making reports.					
(4) Promptness—Children can become unruly if they have to wait for adults to get organized.					
(5) Cheerfulness—Children develop optimally in happy environments.					
(6) Maturity—This trait is needed to provide guidance and leadership.					
(7) Patience—Children's mistakes are an integral part of their learning.					
(8) Calmness—Children sense the emotional state of adults and are easier to direct in an emergency if they are not excited.					
(9) Firmness—This trait is needed to maintain order.					
(10) Emotional stability—This trait is needed to meet the emotional needs of children.					
(11) Enthusiasm—This trait is needed to motivate children.					

Activity Five/**Introduction to Careers with Children**

The student will be able to:

- List careers involving children that require a high school education through an advanced degree.
- Research a career in child care.

Teacher's Directions

1. Have a panel discussion or have individual guest speakers from your community present information about careers with children.
2. Have the students list all the careers they can think of that involve working with children, using the chart "Careers Involving Children."
3. Have the students check their lists with the career ladder "Educational-Occupational Career Ladder in Early Childhood Education Occupations" in this activity.
4. Have the students research and complete the following chart, using career reference books or by interviewing someone with this job:

Career: ______________________

Education needed: ______________________

Job description: ______________________

Personal qualifications: ______________________

Opportunities for advancement: ______________________

Salary range: ______________________

Benefits: ______________________

Disadvantages: ______________________

I would or would not like this job because: ______________________

____

____

____

Have members prepare an exhibit on "Careers with Children" for use in the school counseling office or career center. This exhibit may be entered in the chapter exhibit competitive recognition event.

Careers Involving Children

This career or job requires a high school diploma.	*This career or job requires an A.A. degree or two years of college.*	*This career or job requires four years of college or a B.A. or B.S. degree.*	*This career or job requires an advanced college degree.*

Educational-Occupational Career Ladder in Early Childhood Education Occupations[62]

High School

High school diploma or child care certificate

- Child development center aide
- Elementary school teacher aide
- Kindergarten teacher aide
- Recreation and playground aide
- Camp counselor
- Food service worker in children's program
- Licensed home care operator
- Exceptional children's aide

Community College

Children's Center Permit 12 units

- Child development center aide or assistant teacher
- Preschool teacher
- Elementary school teacher aide
- Kindergarten teacher aide
- Recreation or playground leader
- Instructional aide

A.A. Degree 60 units

- Child development center teacher or substitute teacher
- Preschool teacher
- Preschool director
- Instructional aide
- Exceptional child teacher aide
- Recreation and playground director

College or University

B.A. or B.S. degree 120 units

- Child development center teacher or substitute teacher
- Preschool director
- Preschool coordinator
- Child welfare worker
- Family service worker
- Home economist in business

Graduate School

Master's or Ph.D. Degree

- Child development center supervisor
- Home economics teacher
- Early childhood education coordinator
- College professor
- Social worker
- Consultant
- Coordinator of child/family services
- Counselor
- Home economics administrator

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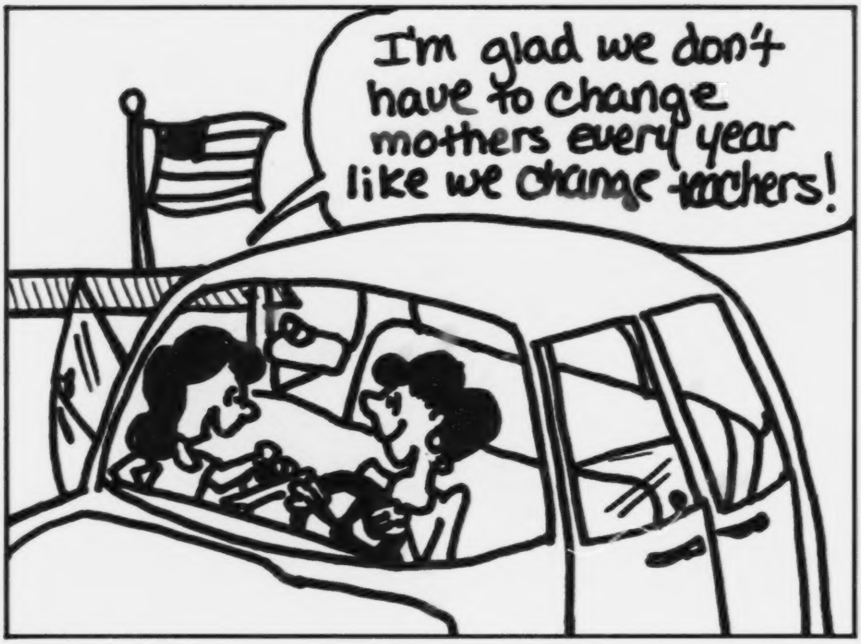
[62] *Careers with Children Curriculum Guide*. Los Angeles: Office of the Los Angeles County Superintendent of Schools, 1979. Used with permission.

6

Family Challenges and Turning Points

This chapter explores the events which confront families and cause stress. Family living involves stressful situations. This chapter attempts to develop students' skills necessary for identifying and coping with these stressful situations. By responding in a positive, assertive manner to unexpected change or crisis, families can learn to work together and to strengthen their interrelationships.

Many more challenges to families exist than can be covered in this brief chapter. Teachers are encouraged, however, to learn about the stressful situations students and their families face and to study those situations in depth. Learning to cope with stress, anxiety, and crises will help students adapt to these pressures as they face the future.


I'm glad we don't have to change mothers every year like we change teachers!

Section A/Coping

The activities in this section will help the student develop abilities to:

- Develop methods of coping with unexpected situations.
- Recognize situations and parental responses which might prevent children from learning how to cope with disappointments and pain.
- Identify ways in which an individual's response to stress situations can affect others.
- Rank life events according to stress.
- Determine ways to reduce stress.
- Balance positive and negative reactions to stressful situations.

Key Generalizations

NOTE: These generalizations may be found on pages 11 and 12 of *Curriculum Design for Parenthood Education.*

1. Any change in one's life can be a source of stress.
2. Change in the family unit structure can produce stress.
3. Financial concerns create stress and relationship problems at any stage of the family relationship.
4. Use of drugs or alcohol can have great impact on family members and their interaction.
5. A review of how other cultures deal with problems can enhance one's perspective of alternative resolutions.
6. Not all stress is undesirable.
7. Awareness of causes of family deterioration can be the first step in resolution.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

EDA Activity One—Coping with Financial Crises
- Develop methods of coping with unexpected situations.

EDA Activity Two—Teaching Children to Cope with Reality
- Recognize situations and parental responses which might prevent children from experiencing how to cope with disappointments and pain.

EDA Activity Three—Understanding How an Individual's Problems Affect Other Members of a Family
- Identify ways in which an individual's response to stressful situations can affect others.

EDA Activity Four—Understanding How Life's Events Cause Stress
- Rank life event situations according to the stress they cause.
- Determine ways to reduce stress.

EDA Activity Five—Controlling Stress
- Balance positive and negative reactions to stressful situations.

Activity Six—Understanding Conflict Resolution
- Practice positive methods for resolving conflict.

3. Administer the post-test.

Pretest and Post-Test

Below are statements about stress, change, life events, and parenting. Answer the question following each statement.

1. Unexpected change cannot be avoided in a family. Stress can have both negative and positive effects on a family.

   What is one way a family can change? Give a positive and a negative result of that change.

2. Stress can be helpful.

   How can stress help family members to achieve?

3. Family members cause each other stress by having conflicting goals or expectations.

   What is one example?

4. Family members react to stress physically, emotionally, and behaviorally.

   What would be an example of each response?

5. Awareness of family stress and deterioration is the first step to resolution and solution.

   What is an example of a problem that a family sometimes fails to recognize?

6. Some parents try to protect their children from disappointment and pain. This approach may result in the child's inability to cope with problems.

   What is an example?

7. Many life events are outside a person's control. However, a person can learn to control his or her response to that event.

   What is one example of an event you cannot control and a positive response to that event?

EDA

Activity One/Coping with Financial Crises[1]

The student will be able to:

- Develop methods of coping with unexpected situations.

Introduction

Change—like death and taxes—is one of life's predictable events. Change occurs when you least expect it. Change can cause either relief or stress.

Teacher's Directions

1. Have the students practice making decisions as they simulate living on their own. They may be married or have a roommate. Have the students fill out the form as realistically as possible considering their life situation at the present time. Have the students find a partner and complete the "Partnership Form" in this activity.
2. Have each day in class represent one week. Each day one partner draws an "Unexpected Event Card" from a bag and completes information on the "Coping with the Unexpected" sheets in this activity. Having the students fill in these sheets should require approximately 15 minutes a day.
3. Allow eight class periods for this activity to be completed. Have the students discuss these questions:
   - a. How did you and your partner make decisions?
   - b. Did one person become the leader?
   - c. Did you agree or disagree most of the time?
   - d. Were you able to save money, or did the unexpected event deplete your savings?
   - e. What could you do now to prepare for living on your own?

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[1] This activity was developed by Jeanette Powell, San Ramon Valley Unified School District, Danville.

Partnership Form

Assets and Liabilities of

Name Sex

Job for which I am *now* qualified

Salary Fringe benefits

Car make and model Cost

Insurance company Premium

Health insurance Monthly premium

Cash on hand (Not to exceed $500)

Debts	Total amount	Weekly payment

Assets and Liabilities of

Name Sex

Job for which I am *now* qualified

Salary Fringe benefits

Car make and model Cost

Insurance company Premium

Health insurance Monthly premium

Cash on hand (Not to exceed $500)

Debts	Total amount	Weekly payment

Living Costs

Description of housing: ______________________ Monthly cost

Address: ______________________

Moving-in costs: Phone installation ________ Deposit on housing ________ House equipment ________

Cost for cleaning supplies and staple foods: ________ Utilities: ________ Water: ________ Phone: ________

Garbage: ________ Food: ________ Entertainment: ________

Transportation: ________ Clothing: ________ Personal care: ________

Other items: ______________________

Coping with the Unexpected

First Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Second Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Third Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Fourth Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Coping with the Unexpected (Continued)

Fifth Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Sixth Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Seventh Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Eighth Week

Income Expenses Savings

Unexpected event Cost (+ or −)

How did you cope? What did you do?

Unexpected Event Cards

(Duplicate and cut up a set of cards for each pair of students.)

For your birthday you received $30 for a present.	**You found $10.**	**A friend repaid a $20 loan owed to you.**	**You want to go to a concert.**
You need to buy a new tire.	**You need to go to the dentist.**	**Your television set needs to be repaired.**	**It is your partner's birthday.**
You are going to be a parent.	**Your car's gas tank gets a leak.**	**You need glasses.**	**You get laid off work for a week.**
You are asked to work overtime.	**You help your uncle move. He pays you $20.**	**You get an ear infection.**	**You register for a night class. The book costs $15.**
You must pay $35 for union dues.	**You need new jeans.**	**You need to buy Christmas presents.**	**You take your *General Educational Development (GED) Test,* which costs $20.**
You win a free trip to Lake Tahoe. You need clothes and spending money for the trip.	**Your partner made several long distance telephone calls that totaled $35.**	**A friend who has no money has come to live with you for a week.**	**A friend has come to live with you for a month. This person pays you $30 to share expenses.**

EDA

Activity Two/**Teaching Children to Cope with Reality**

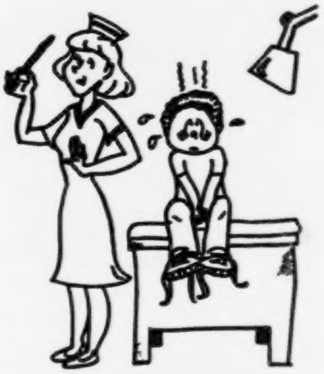
The student will be able to:

- Recognize situations and parental responses which might prevent children from experiencing how to cope with disappointments and pain.

Introduction

Many parents try to protect their children from pain. This approach, however, may lessen the child's ability to experience life fully. The child may be prevented from learning that experiences resulting in pain and failure can serve as lessons to help develop patience and determination and an ability to cope with life's realities. The teacher may do the following:

1. Discuss the four stressful situations illustrated in this activity. Have the students suggest a parental response and the message that the child receives from that response.
2. Have pairs of students make up three stressful situations that may occur in a child's life.
3. For each situation give a parental response and the message the child receives from that response.



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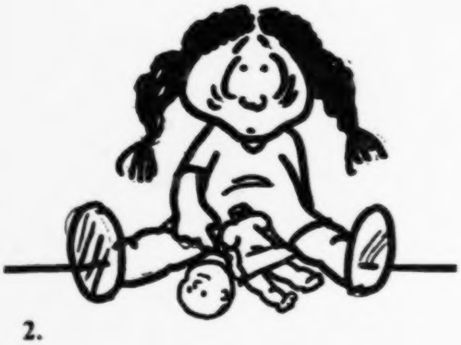

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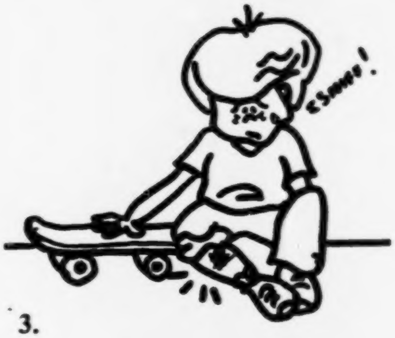

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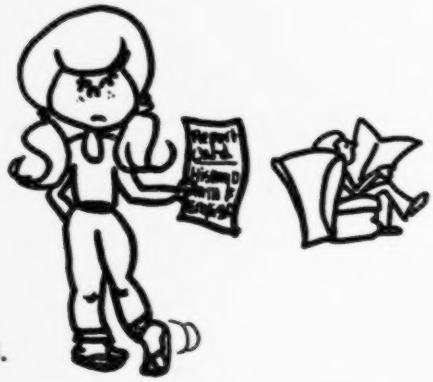

4.

Introduction (Continued)

Example:

Situation	*Parent's response*	*Message sent to child*
"Jamie doesn't want to play with me."	*Mom:* "It doesn't matter if Jamie doesn't want to play with you; you have other friends to play with."	1. Deny hurt. 2. Minimize the importance of relationships.

	Situation	*Parent's response*	*Message sent to child*
1.			
2.			
3.			

EDA Activity Three/**Understanding How an Individual's Problems Affect Other Members of a Family**[2]

The student will be able to:

- Identify ways in which an individual's response to stressful situations can affect others.

Teacher's Directions

1. Make the cartoons in this activity into overlays. Using the overlays, have the students discuss how one person's problem or stressful situation can affect other family members.
2. Have the students write thank-you letters to their families, citing situations where they have been supported during stressful times by family members.

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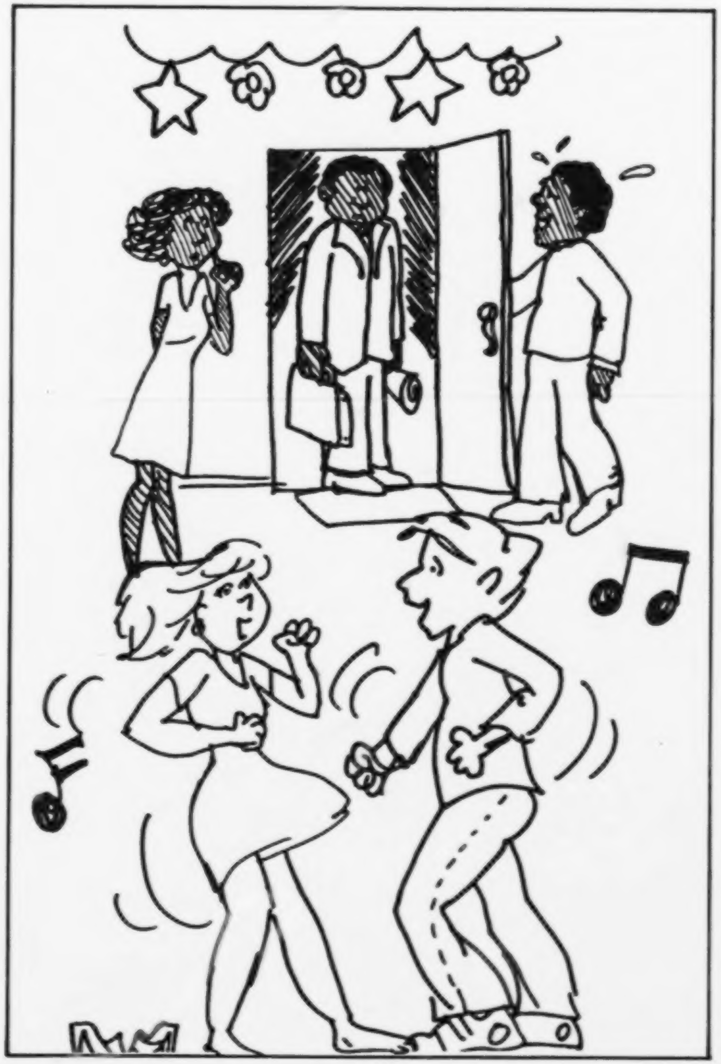
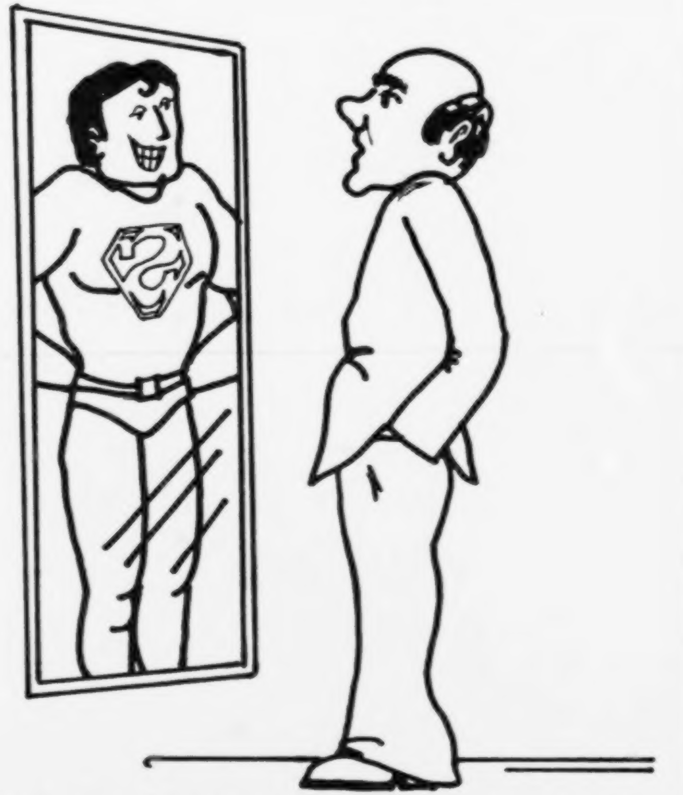
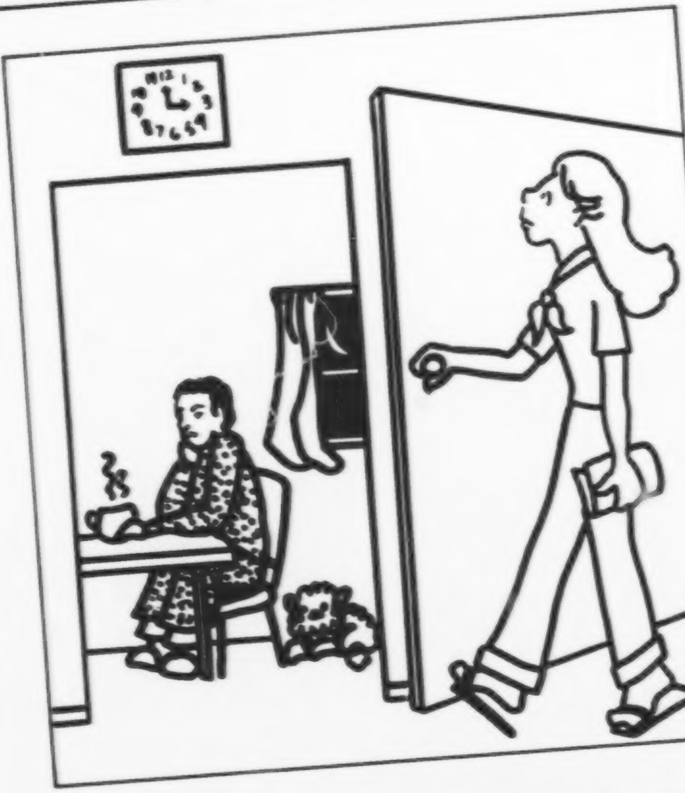
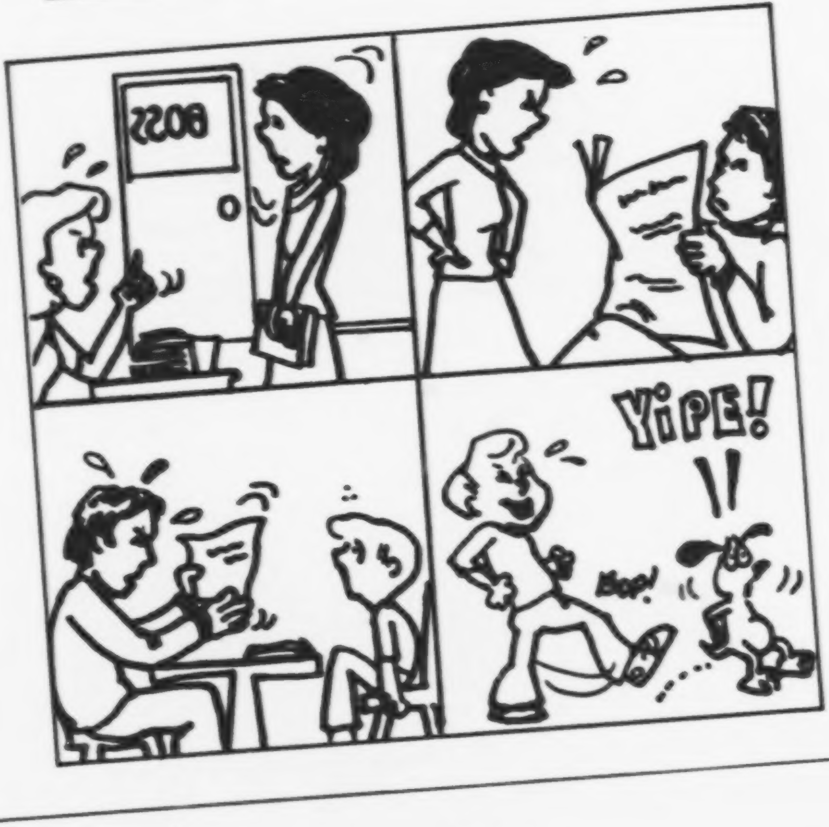
[2] This activity was developed by Nancy Szydelko, Sanger Unified School District.





"Beneath this appearance of quivering self-doubt breathes a beautiful, creative human being."




BOSS
YiPE!
BOP!

EDA

Activity Four/**Understanding How Life's Events Cause Stress**[3]

The student will be able to:

- Rank life event situations according to the stress they cause.
- Determine ways to reduce stress.

Teacher's Directions

1. Form the class into groups of four to six students each. Distribute the "Life Situation Cards" in this activity to the students. Have each group select the cards until they are distributed.
2. Have the students arrange the cards so that the first card is the life event they agree would cause the most stress. The "Life Situation" card placed last would cause the least stress.

   A variation of this activity would be to arrange the cards in the order the student believes his or her parent would arrange them. Record the order on a piece of paper. Take the cards home for the parent to arrange. Compare the responses and discuss their similarities and differences. How can parents and teens help each other to manage stress?
3. Have the students discuss the importance of knowing the relative stress value of various situations.
4. Have the students list three ways to manage or reduce stress. Examples include the following:
   - Get enough rest.
   - Eat properly.
   - Plan ahead.
   - Limit activities.
   - Work ahead on projects.
   - Maintain positive relationships with others.
   - Avoid putting off required activities.
5. Have the students complete the stress survey for teenagers "What's Got You Running?" which appeared in *Teen Times Magazine*, published by the Future Homemakers of America, in the November/December, 1979, issue.

As a personal growth and leadership activity, have FHA-HERO members invite a speaker on stress management to speak at a chapter meeting. Parents, school board members, administrators, and teachers could be invited to attend this session.

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[3] This activity was developed by Nancy Szydelko, Sanger Unified School District; and Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

Life Situation Cards

Directions: Duplicate, cut out, and distribute the cards to each student group.

Death of a Parent	Parents' Divorce	Breaking Up with Boy/Girl Friend	Jail Term
Death of a Close Family Member	Personal Injury or Illness	Marriage	Fired from Job
Final Exams	Report Cards	Change in Health of Family Member	New Teacher
Money	Gain of New Family Member	Peer Pressure	College Decisions
Death of a Close Friend	Illness	Acceptance or Rejection in College	Career Choice
Pleasing the Boss	Change in Responsibilities at Work	Leaving Home	Trouble with Teacher
Outstanding Personal Achievement	Mother Begins or Stops Work	Begin or End School	Change in Living Conditions
Meeting Deadlines	Trouble with Boss	Prejudice Against You	Family Moves
Change in School	Change in Recreation	Change in Church Activities	No Date
Relations with Parent	Changing Classes	Finishing Term Paper	Change in Eating Habits
Vacation	Christmas	Parking Ticket	Speeding Ticket
Job Interview	Oral Report	Cheating on a Test	Getting Arrested
Clothes	Appearance	Breaking Curfew	Gossip

EDA

Activity Five/**Controlling Stress**

The student will be able to:

- Balance positive and negative reactions to stressful situations.

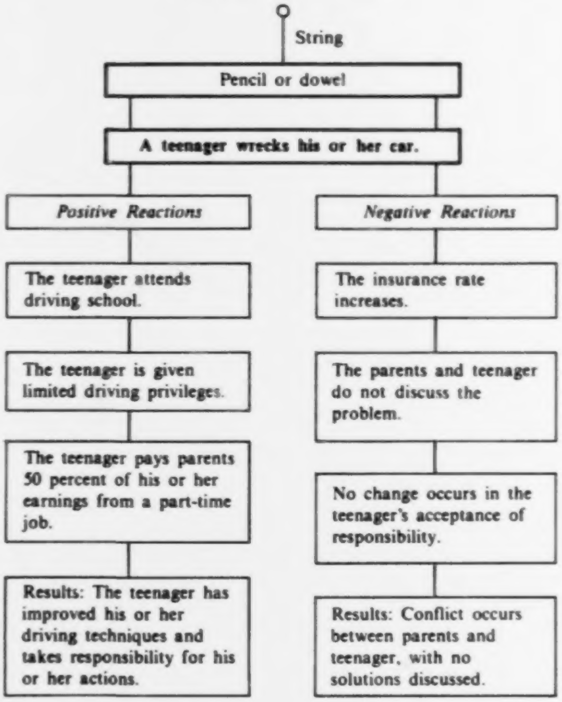
Introduction

Many occurrences in life are out of our control. These occurrences include the loss of a job, illness of friends or family members, or accidents. Our reaction to such events is within our control. We can choose to react either positively or negatively. Often, a negative reaction will bring a negative result, while a positive reaction will bring a positive result. Remember, we can control how we react to stressful situations.

Teacher's Directions

1. Have the class form into groups of three to four students.
2. Have each group construct a "Life Event Balance," following these directions:
   a. Use new pencils or dowels to construct a balance.
   b. Identify a crisis situation.
   c. Put all positive reactions to the crisis on the left side.
   d. Balance negative reactions to an occurrence on the right side.
   e. Write a result for the event.
3. Hang the "Life Event Balance."
4. Compare the "Life Event Balance," using the following questions:
   a. Did the "Life Event Balance" hang to the positive side or to the negative side?

Life Event Balance


String
Pencil or dowel
A teenager wrecks his or her car.
Positive Reactions
Negative Reactions
The teenager attends driving school.
The insurance rate increases.
The teenager is given limited driving privileges.
The parents and teenager do not discuss the problem.
The teenager pays parents 50 percent of his or her earnings from a part-time job.
No change occurs in the teenager's acceptance of responsibility.
Results: The teenager has improved his or her driving techniques and takes responsibility for his or her actions.
Results: Conflict occurs between parents and teenager, with no solutions discussed.

Teacher's Directions
(Continued)

b. Were some reactions common to everyone's "Life Event Balance"?
c. Did the event ever happen to you? What was your reaction? Write how you could have helped to make your reaction more positive.
d. Were other family stress situations present before your event occurred? List them.
e. If the answer is yes, were the family stress situations continual, or did several occur at the same time?

Activity Six/**Understanding Conflict Resolution**

The student will be able to:

- Practice positive methods for resolving conflict.

Introduction

Parents and children go through developmental stages. Understanding the burden of the other person often eases conflict. Most conflicts can be resolved in a positive manner that approaches the problem and does not attack the personalities of those involved.

Practicing and internalizing these resolutions will help students with their present and future family relationships.

The following are some guidelines which may be helpful to resolve conflicts positively:

- Accept the other person's feelings.
- Do not attack an individual's personality or character.
- Listen with honest attention.
- Repeat the statements made to you to be sure you understand what was being said.
- Avoid criticism.
- Own your feelings with *I*-messages.
- Do not place blame.
- Objectively internalize the situation.
- Explain what you feel needs to be done. Do not assume the other person understands what you want.
- Work together to find a solution so that no one feels he or she is losing.
- Write your feelings and your solution in a letter form if the emotions are very strong. Ask for a reply in writing and then start at the top of the list.

Teacher's Directions

The following pages contain activity cards to help students practice resolving conflicts positively. The top of the front of each card has a conflict resolution guideline set in boldfaced type. Below the guide is a situation with a potential for conflict. Gather the students into groups of three or four. Ask each group to write statements on the back of the card to resolve the conflicts positively. An example of one resolution of a conflict is shown on the back of the first card.

Front

Accept the other person's feelings.

Son: *Why can't I use the car? You're not fair. I don't get the car as much as my sister does.*

Dad: *You're not responsible, and I'm not letting you use the car again until you fill the gas tank.*

Front

Explain what needs to be done. Do not assume that the other person understands what you want.

Parent: *Do the yard.*

Daughter: *I'll mow the lawn today and trim the edges next week.*

Front

Do not attack an individual's personality or character.

Mom: *You're a slob. Go clean your room.*

Daughter: *You're not so neat yourself.*

Front

Avoid criticism.

Girl: *You always act so stuck-up.*

Friend: *I can't talk easily when I'm with a lot of people.*

Front

Repeat the statements made to you to be sure you understand what was being said.

Son: *Man, that new teacher is really bad.*

Mom: *What's wrong with the new teacher?*

Front

Work together to come to a solution so that no one feels he or she is losing.

Dad: *Your hair is too long. You are a disgrace; you look like a hippie.*

Son: *All of the other kids' hair is this long.*

Dad: *You will get your hair cut Saturday, and we will not discuss the situation further.*

Front

Internalize the situation objectively.

Boy: *I'm going out with the guys tonight.*

Girl's thought: *He doesn't want to be with me anymore.*

Front

Don't place the blame.

Teacher: *Please turn in the book report assignment made two weeks ago.*

Student: *I didn't have time to finish it because my mother made me baby-sit my brother last night.*

Back

Student's Response:

Back

Example

Student's Response:

Son: *Why can't I use the car? I don't get to use it as much as my sister does.*

Dad: *I see that you feel I'm not treating you fairly. Last time you borrowed the car you returned it on empty. I want you to remember to fill the car with gas when you borrow it.*

Back

Student's Response:

Back

Student's Response:

Back

Student's Response:

Back

Student's Response:

Back

Student's Response:

Back

Student's Response:

Section B/**Challenges**

The activities in this section will help the student develop abilities to:

- Recognize signs of burnout in parents and family.
- Assess techniques individuals use for coping.
- Determine the characteristics of high-risk children, parents, and environment in child abuse situations.
- Identify causes and signs of abuse or neglect.
- Understand the feelings of people involved in the triangle of child abuse.
- Understand California law relating to the reporting of child abuse or neglect.
- Identify possible long-term solutions to child abuse and neglect.
- Assess the impact of divorce on a family.
- Learn divorce terms and definitions.
- Identify concerns felt by children involved in a divorce.
- Determine ways to minimize the stress associated with divorce.
- Identify some effects of teenage parenting on babies, mothers, fathers, grandparents, and others.
- Become aware of the effects of alcohol on an unborn child.
- Consider the advisability of placing warning labels on alcoholic beverages.
- Understand the influence an alcoholic parent can have on his or her children.
- Identify false beliefs about suicide.
- Understand how to help a person who is thinking about suicide.

Key Generalizations

NOTE: These generalizations may be found on pages 11 and 12 of *Curriculum Design for Parenthood Education.*

1. A combination of factors may cause a breaking point in parental self-control, resulting in child abuse.
2. Men and women who have had little or no love in their own childhood and who were often victims of abuse frequently have early marriages to someone like themselves and become abusive parents.
3. Abused children exist within all socioeconomic levels.
4. Some forms of child abuse produce little observable physical effect.
5. Violent behavior is more likely to occur among people related or known to each other than among strangers.
6. Society accepts some family crises and punishes families for others.
7. Conflict and problems occurring before a divorce can have greater impact on family members than the divorce itself.

Key Generalizations
(Continued)

8. Divorce affects all family members.
9. The divorce rate is becoming equal to the marriage rate.
10. Divorce rates are highest among partners who marry while in their teens.
11. Death is a possible event at any stage of the life cycle.
12. Acceptance of open expression of grief can make a person's adjustment to death easier.
13. The use of caffeine, alcohol, nicotine, and other drugs interferes with fetal development.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

EDA

Activity One—Parental Burnout
- Recognize parental or family burnout signs.
- Assess techniques individuals use for coping.

EDA

Activity Two—Knowledge About Child Abuse or Neglect
- Test students regarding their knowledge of child abuse or neglect.

EDA

Activity Three—People Who Abuse Children
- Determine the characteristics of high-risk children, parents, and environments for child abuse.
- Identify causes of child abuse/neglect.

Activity Four—Signs of Child Abuse or Neglect
- Identify the signs of child abuse or neglect.

Activity Five—The Child Abuse Triangle
- Consider the feelings of people involved in the triangle of child abuse.

EDA

Activity Six—What People Can Do About Child Abuse or Neglect
- Understand California law relating to the reporting of child abuse or neglect.
- Report child abuse or neglect.
- Identify possible long-term solutions to child abuse or neglect.

Activity Seven—Reasons for Divorce
- Identify reasons for the increase in the number of divorces.

Activity Eight—Effects of Divorce
- Assess the impact of divorce on family members.

Activity Nine—Children's Concerns About Divorce and Ways to Minimize Stress
- Identify concerns felt by children involved in divorce.
- Determine ways to minimize stress associated with divorce.

EDA

Activity Ten—The Effects of School-Age Parenting on Others
- Identify some consequences of teenage parenting.
- Identify some effects of teenage parenting on babies, mothers, fathers, grandparents, and others.

Activities
(Continued)

Activity Eleven—Fetal Alcohol Syndrome (FAS)
- Determine the effect alcohol can have on an unborn child.
- Consider the advisability of placing warning labels on alcoholic beverages.

EDA

Activity Twelve—Children of Alcoholics
- Understand the influence an alcoholic parent can have on his or her children.
- Identify community resources that assist relatives and friends of alcoholics.

EDA

Activity Thirteen—Death: How Survivors Cope
- Consider personal reactions of others to the loss of a loved one.
- Discuss or role-play reactions to the situation chart.

EDA

Activity Fourteen—Teenage Suicide
- Identify myths and false beliefs about suicide.
- Understand how to help a person who is thinking about suicide.

3. Administer the post-test.

Pretest and Post-Test

Answer the following questions:

1. List three reasons you think the divorce rate has increased:

   a. ____________________

   b. ____________________

   c. ____________________

2. Name three concerns a young child might have when parents are getting a divorce:

   a. ____________________

   b. ____________________

   c. ____________________

3. Give three positive ways parents can help children adjust to a divorce:

   a. ____________________

   b. ____________________

   c. ____________________

4. Name three possible causes of child abuse or neglect:

   a. ____________________

   b. ____________________

   c. ____________________

5. Name two categories of people who are required by California law to report child abuse:

   a. ____________________

   b. ____________________

6. Give one effect of teenage parenting on each of the following people:

   a. Baby: ____________________

   b. Teenage mother: ____________________

   c. Teenage father: ____________________

   d. Grandparents: ____________________

Pretest and Post-Test (Continued)

7. T F Consumption of alcohol by the mother during pregnancy affects the unborn child.

8. Name an organization whose purpose it is to assist alcoholics, their families, and friends.

9. What influence do you believe an alcoholic parent will have on his or her child?

Answers: (1) page 319; (2) page 320; (3) page 321; (4) page 311; (5) page 317; (6) pages 323-24; (7) page 326; (8) page 329; (9) page 329.

EDA

Activity One/**Parental Burnout**[4]

The student will be able to:

- Recognize signs of burnout in parents or family.
- Assess techniques individuals use for coping.

Introduction

Many parents find themselves in situations that they did not anticipate and for which their previous life experiences did not prepare them. These situations sometimes result in parental burnout.

Taking parenting classes and having some practical experience with children are ways to prepare oneself for parenthood. Knowing about parental burnout is also helpful. Burnout signs are often negative techniques for coping.

Burnout Signs and Coping Techniques

1. The parent keeps away from the family physically by:
    a. Working longer hours
    b. Spending more time away from home
    c. Avoiding being near or touching family members
    d. Avoiding eye contact
    e. Avoiding personal conversations; e.g., talking in generalities
2. The parent treats members of the family as objects ("he's the dishwasher") or numbers ("she's the number four child") or makes family members feel less than human by calling them names, such as "Dummy."
3. The parent goes by the book, strictly following rules to avoid emotional stress and to avoid looking into problems more deeply.
4. The parent becomes a person without original thought and creativity, changing to a mechanical person.
5. The parent does not talk about problems with other parents.
6. The parent lacks a sense of humor, a trait which makes a situation seem less serious, frightening, or overwhelming.
7. The parent's physical well-being is harmed; exhaustion, frequent sickness, or insomnia occurs.
8. The parent uses tranquilizers, drugs, or alcohol.

Some of the previously listed ways of coping with burnout may be helpful. Some may be harmful and may result in a lack of caring, total detachment, and dehumanization.

Time-outs, vacations, or a planned break from stress and routine are helpful in preventing burnout. On the other hand, parental escapes from responsibility may cause guilt and breakdowns in a family's personal relationships.

Changing or sharing responsibilities may reduce parental burnout. In this case it is helpful if family members understand the problem and agree to participate in the solution.

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[4] This activity was developed by Jeanette Powell, San Ramon Unified School District, Danville.

Students' Directions

1. Select three of the previously listed burnout signs and coping techniques. For each sign or technique, find a television program that illustrates the situation. Answer the following questions:
   a. Was the coping technique positive or harmful?
   b. How would you handle a similar problem?

   Examples:
   a. Making a situation humorous so that it seems less serious, frightening, or overwhelming—M*A*S*H:
      (1) Doctors make jokes and flirt with the nurses to help relieve tension in a situation over which they have no control.
      (2) The humor seems to help get them through the day. They continue to care about their patients.
      (3) I would hope to have a sense of humor and continue caring for others.
   b. Treating a member of the family as an object so that he or she feels less than human—Archie Bunker from *All in the Family:*
      (1) Archie's calling his son-in-law, Michael, "Meathead." Calling Michael a name shows Archie's lack of approval.
      (2) The technique causes Gloria and Michael difficulties with their relationship and could also cause problems between Gloria and Archie.
      (3) I would accept Michael and try looking for his good points. I would try to avoid and ignore those aspects of his personality which I do not like.
2. Share your findings with the class.

To extend classroom learning and provide a community service, prepare a resource list of local people and agencies available to aid families in crisis. Distribute copies of the list at "Back to School Night," at "Open House," or in a shopping mall. Request speakers from these agencies to speak to your chapter or school about how the agencies help families.

EDA Activity Two/**Knowledge About Child Abuse or Neglect**

The student will be able to:
- Test knowledge of child abuse or neglect.

Introduction

Child abuse has reached incredible proportions. What motivates parents to attack their children? What is the psychology behind this tragic crime?

Students' Directions

1. Take the "Child Abuse Quiz" that appears in this activity.
2. Discuss the results in class, using the answers to stimulate discussion.

Invite a guest speaker from a child welfare service to do a presentation for all interested students at your school during lunch or after school. Have the chapter reporter write an article for the school paper. Include the procedure for reporting cases of abuse or neglect.

Child Abuse Quiz[5]

Answer the following questions *True* or *False:*

T F 1. More children die each year from child abuse than from measles, mumps, smallpox, and polio combined.

T F 2. In one out of ten families, sexual molestation of children occurs.

T F 3. Recent studies indicate that 50 percent of all abused children are of school age.

T F 4. The maltreatment of children has been justified for centuries by the belief that severe physical punishment was necessary to maintain discipline.

T F 5. Child abuse occurs mainly in families from lower economic classes.

T F 6. Many children who are abused grow up to become abusers of their own children.

T F 7. Most cases of child abuse are reported.

T F 8. A person who files a child abuse report that proves erroneous may be held liable.

T F 9. An educator who identifies a case of child abuse and decides not to report it may be subject to both criminal and civil liability.

Complete the quiz by following the instructions indicated.

10. List four causes of child abuse.

11. List two child behaviors that may be an indication of a need for protection.

12. Name two ways a child's appearance may be an indication of child abuse or neglect.

Answers:

1. True
2. False. One out of four families has a problem.
3. True
4. True
5. False. The belief that only parents from lower economic classes abuse their children stems from the fact that persons from this class are more often involved with governmental agencies such as welfare, social security, probation, and social services. Therefore, more cases of child abuse and neglect by families with lower incomes are detected and brought to the public's attention.
6. True
7. False. The research seems to indicate that as few as seven out of 400 cases of child abuse or neglect are reported per year.
8. False. Assuming that the report is made in good faith, *California Penal Code* Section 11161.5 states: No person shall incur any civil or criminal liability as a result of making any report authorized by the section unless it can be proven that a false report was made and the person knew or should have known that the report was false.
9. True
10. Unrealistic expectations, mirror image, lack of education or experience, rejection, overpunishment, social isolation, frustration, and the abused parent.
11. Demonstrates the following behaviors: aggressive, disruptive, destructive, shy, withdrawn, passive, or overly compliant, truant; arrives at school much too early; loiters or hangs around after school
12. The child is inadequately dressed for cold weather; the clothing is torn, tattered, or unwashed; the child is dirty, unbathed, or smells; the child is undernourished or has no breakfast or lunch; the child is tired, lethargic, or listless; the child is in need of medical attention; the child has bruises, welts, or contusions.

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[5] This quiz was adapted from *Educators Handbook*. (Brea, Calif.: For Kids Sake, Inc., 1979.) Used with permission.

EDA

Activity Three/People Who Abuse Children

The student will be able to:

- Determine the characteristics of high-risk children, parents, and environments for child abuse.
- Identify causes of child abuse or neglect.

Introduction

According to the National Center on Child Abuse and Neglect:

- Over 1,000,000 children are abused or neglected each year.
- Of these, 100,000 to 200,000 are physically abused.
- 60,000 to 100,000 are sexually abused.
- The remainder are neglected.
- Over 2,000 children die each year because of abuse or neglect by their adult caretakers.
- Eighty-four percent of juvenile delinquents report a previous history of child abuse or neglect.

What causes parents to harm their own children? Each situation is unique. The common factor seems to be the parents' inability to cope with the stresses of life and parenthood. Financial concerns, social and personal problems, and, possibly, a lack of parenting skills cause parents to resent the demands a child makes and to lose control over their feelings. The abusive parent may be male or female, rich or poor, young or old, churchgoer or not. Child abuse is often a cry for help from the parent.

Teacher's Directions

1. Have the class members list everything they know about child abuse or neglect on a piece of paper (the students are not to write their names).
2. Have each student trade his or her list with another student, read the list, and add any information that has not been included on the list. Have the class trade lists two times, following the same procedure.
3. Do not volunteer any information. Ask the students to suggest possible causes of child abuse and neglect. Compare the student-developed list with the "Causes of Child Abuse" list in this activity. Add any omitted concepts to the list.
4. Ask the students to develop a list of high-risk children, parents, and environments. Compare the students' list to the teacher's reference "Child Abuse and Neglect" in this activity.
5. Have the students repeat the first item given in these teacher's directions as a post-test for this lesson.

Causes of Child Abuse[7]

Many factors are involved in child abuse or neglect, and they do not necessarily fall into individual categories. The following categories are not the only causes of abuse or neglect, but they are the most common.

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[6] This activity was developed by Nancy Szydelko, Sanger Unified School District; and by Loretta Wilhelmsen, San Ramon Valley Unified School District, Danville.

[7] This material was used with permission from *Educators Handbook*. (Brea, Calif.: For Kids Sake, Inc., 1979), pages 5 and 6.

Teacher's Directions (Continued)

Many parents with problems tend to fit into at least two or more of the following categories:

Unrealistic expectations. Parents or guardians often expect a child to perform certain tasks or demonstrate specific abilities before that child's individual rate of maturation enables him or her to do so. Toilet training and verbal language are two of the most common areas in which parents desire the child to achieve too quickly.

Mirror image. As children develop, they also acquire traits and mannerisms from watching and imitating their parents, thus enhancing the resemblance, or "mirror image." This is no compliment if the parents do not like themselves. When parents have a poor self-image, they are likely to punish their "mirror image" (the child), thereby expressing their dissatisfaction with themselves.

Lack of education or experience. Poverty is considered a cause of neglect, but many tarpaper shacks in Mexico and South America are cleaner than the neglected homes in California. An adult usually keeps house in much the same way as his or her childhood home was kept. An adult who was left alone and unsupervised as a child is likely to leave his or her own children in the same manner. Society mandates reasonably clean homes and supervised children, but adults who have never learned these behaviors cannot be expected to adhere to them.

Rejection. "Everybody hates me; nobody loves me" is a valid expression for some people. Many parents need love and expect it to come from their children. Parents expect an infant to give love, but instead it has a wet diaper, cries all night, and causes additional expenses. To the adult this situation constitutes rejection and breeds hostility toward the child, eventual physical injury, and sometimes even death.

Overpunishment. Misbehavior of children is common. Parents and other adults find unique and devastating ways to correct undesirable behavior. Child punishment can provide emotional relief for the adult under stress. As pressures mount in the adult, his or her need for emotional relief becomes more severe. Punishment becomes abusive, and abuse will become more frequent and more severe as the adult develops a tolerance for the injuries to the child.

Social isolation. The parent who has no relatives or friends with whom to share frustrations will find the child an available source of relief. The parent who has no social contact will withdraw. When the child is abused, the parent will withdraw even further. Most experts agree that the majority of child abusers are isolated, lonely individuals.

Frustration. Many situations are frustrating—problems on the job, not having enough money, marriage problems, and even freeway traffic. Adults may feel that the child is the reason that they are having problems. The most available way to relieve problems is to beat the child. Marks on children are frequently the signs of frustration left by upset parents.

The abused parent. Many parents who were themselves abused as children will in turn abuse their own offspring. This situation occurs at a rate of 85 to 90 percent. Remedial help for these parents can prevent them from becoming abusive.

Teacher's Directions
(Continued)

Child Abuse and Neglect

High-risk children are:

- Born to a teenage mother
- Born out-of-wedlock
- Born prematurely
- Born with birth defects
- Regarded by their parents as different from others or the wrong sex
- Born into households that are already stressed

High-risk parents are people who:

- Have a criminal record of assault
- Have previously injured another child
- Are addicted to drugs or alcohol
- Were abused as children
- Have recently been abandoned by their spouse
- Are lonely and isolated
- Are under personal stress

High-risk environments have:

- Many life changes taking place continually (stress)
- Many children born in close succession
- Crowded homes
- An unemployed parent who is accustomed to working

Activity Four/**Signs of Child Abuse or Neglect**[8]

The student will be able to:

- Identify the signs of child abuse or neglect.

Introduction

Three main categories of abuse or neglect are (1) physical abuse (corporal punishment or abuse to the body) and physical neglect (unhealthful living conditions and/or the lack of parental supervision); (2) sexual abuse (sexual activity with a child); and (3) emotional abuse and neglect (emotional cruelty or lack of affection or caring for the child).

Abused and neglected children may be of any age from infancy through adolescence. Some indicators of a child's need for protection from an abuser will be demonstrated through his or her behavior or appearance and the parent's attitude. Is the child aggressive, disruptive, shy, depressed, or truant? Is the child dressed for the weather, undernourished, dirty, tired, bruised, or in need of medical attention? Are the parents loners; or are they defensive, apathetic, or unresponsive when asked about the child?

The characteristics listed on the next page are not proof of maltreatment but can help teachers and others who work with children to identify children who might be abused or neglected. You need to look at total situations, not isolated events.

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[8] This activity was developed by Nancy Szydelko, Sanger Unified School District.

Signs of Child Abuse or Neglect

Identify the possible signs of abuse or neglect by type. Several answers may be correct. Remember each situation is unique.

a. Physical abuse
b. Physical neglect
c. Emotional abuse or neglect
d. Sexual abuse
e. Not a valid characteristic

___ 1. Soiled clothing
___ 2. Unwillingness to participate in a physical activity
___ 3. Inadequate shelter
___ 4. Skinned knee
___ 5. Bruises or burns
___ 6. Malnutrition or hunger
___ 7. Difficulty walking or sitting
___ 8. Pregnancy
___ 9. Nervous skin disorders
___ 10. Imprint of hand or other object on the skin
___ 11. Constant fatigue and listlessness
___ 12. Use of alcohol or drugs
___ 13. Obesity or underweight
___ 14. Constant tardiness or absence from school
___ 15. Lacerations, bruises, or injuries to genitals
___ 16. Damage to neck, spinal column, and brain caused by shaking
___ 17. Low self-esteem
___ 18. Shyness
___ 19. Bite marks
___ 20. Sleep disorders

Answers: (1) b; (2) a or d; (3) b; (4) c; (5) a; (6) b; (7) d; (8) d; (9) c; (10) a; (11) c; (12) a; (13) c; (14) c; (15) d; (16) a; (17) c; (18) c; (19) a; (20) c.

Activity Five/**The Child Abuse Triangle**[9]

The student will be able to:

- Consider the feelings of the people involved in the triangle of child abuse.

Introduction

Some experts believe that anyone can be a potential child abuser at some time and that any parent can be pushed to the extreme where he or she might hurt a child. Parents who abuse are often frustrated and unhappy with themselves. They do not want to hurt their child. All of society is a victim of child abuse. Abused children may suffer physical disabilities, mental retardation, brain damage, or difficulty learning to talk. They have trouble learning in school and rarely achieve their full potential. They often run away. They may die or become a financial burden on society. In these cases, everyone loses. Abuse affects both the parents and the child. Child abuse is a triangle.

Teacher's Directions

1. Have the students brainstorm the characteristics of each member of the abuse triangle by completing the "What Am I Like?" work sheet in this activity.
    - How does the abusing parent feel about the situation?
    - How does the spouse of the abusing parent feel?
    - What can or should the spouse do if child abuse occurs in the home?
    - How does the abused child see his or her role?
    - How does he or she feel about a possible solution?
2. Discuss the feelings of the people involved in the child abuse triangle.
3. Discuss why each person would accept that role in the triangle.
4. Discuss what might cause a break in the child abuse triangle.
5. Discuss the following questions:
    a. If you knew that your best friend was abusing a child, how would you feel about him or her? What would you do about the situation?
    b. If you knew that your best friend was being abused, what would you do about the situation?

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[9] This activity was developed by Noreen Bradbury, Trinity Union High School District, Weaverville.

What Am I Like?

Feelings of the abusing parent	*Feelings of the abused child*	*Feelings of the spouse of the abusing parent*
Example: Frustrated by conditions at work	Frightened by lack of love and security	Helpless feeling about deteriorating relationship with spouse

EDA Activity Six/What People Can Do About Child Abuse or Neglect[10]

The student will be able to:

- Understand California law relating to the reporting of child abuse and neglect.
- Report child abuse and neglect.
- Identify possible long-term solutions to child abuse and neglect.

Teacher's Directions

1. Invite a guest speaker from a child welfare service or some other related agency to speak to the class about child abuse.
2. Review with the class the *California Penal Code* sections in this activity. Be sure the students understand the following:
   - Who reports?
   - What should be reported?
   - Where do you report?
   - When do you report?
   - How do you report?
   - How sure must you be before you report?
   - Must persons identify themselves when reporting?
   - Do you have legal protection when you report?
   - What happens after you report?
3. Have the students view a television show, film, or filmstrip showing child abuse. Following the program, have the students complete the "Child Abuse or Neglect Report" form that appears in this activity.
4. Discuss agencies that are available in your community to provide help in child abuse cases. Examples are community awareness programs like Parents Anonymous, Big Brother and Sister programs, the welfare department, and emergency child care facilities.
5. Each California county has a 24-hour emergency response number listed in the front pages of the telephone directory. Calling the listed number will provide assistance needed.

As a personal growth and leadership development activity, invite speakers from community agencies dealing with child abuse or neglect to speak to your chapter. Have the speakers focus on identifying and coping with abuse, plus what to do and where to turn in time of crisis. After the presentations are completed, develop an information brochure about which services are available to people in your community.

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[10] This activity was developed by Nancy Szydelko, Sanger Unified School District.

Information Sheet/**Child Abuse or Neglect**

Reporting Procedure

California Penal Code Section 11166(a) provides that:

> . . . Any child care custodian, medical practitioner, nonmedical practitioner, or employee of a child protective agency *who has knowledge of or observes* a child in his or her professional capacity or within the scope of his or her employment whom he or she reasonably suspects has been the victim of child abuse *shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours* of receiving the information concerning the incident. For the purposes of this article, *reasonable suspicion* means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse. (Italics added.)

In addition, *Penal Code* Section 11167 provides that:

> (a) A telephone report of a known or suspected instance of child abuse shall include *the name of the person making the report,* the name of the child, the present location of the child, the nature and extent of the injury, and any other information, including information that led such person to suspect child abuse, requested by the child protective agency. (Italics added.)
>
> (b) Information relevant to the incident of child abuse may also be given to an investigator from a child protective agency who is investigating the known or suspected case of child abuse.
>
> (c) The identity of all persons who report under this article shall be confidential and disclosed only between child protective agencies, or to counsel representing a child protective agency, or to the district attorney in a criminal prosecution or in an action initiated under Section 602 of the *Welfare and Institutions Code* arising from alleged child abuse, or to counsel appointed pursuant to Section 318 of the *Welfare and Institutions Code,* or to the county counsel or district attorney in an action initiated under Section 232 of the Civil Code or Section 300 of the *Welfare and Institutions Code,* or when those persons waive confidentiality, or by court order.

Liability of the Reporting Person

Penal Code Section 11172 (b) states that:

> *Any* person *who fails to report an instance of child abuse* which he or she *knows* to exist or *reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail* for a term not to exceed six months or by a fine of not more than five hundred dollars ($500) or by both. (Italics added.).

Failure to report suspected child abuse may result in civil liability as well. A person required to report suspected abuse who fails to do so may be held liable in civil damages for any subsequent injury to the child (*Landeros* v. *Flood* [1976] 17 Cal. 3d 399).

Immunity of the Reporting Person

Penal Code Section 11172(a) states that:

> No child care custodian, medical practitioner, nonmedical practitioner, or employee of a child protective agency who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by this article. Any other person reporting a known or suspected instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this article unless it can be proven that a false report was made and the person knew that the report was false. . . .

Child Abuse or Neglect Report[11]

Date Time Place

Incident occurred: ______

Incident observed: ______

Kind of abuse:

☐ Bruises
☐ Scratches, wounds
☐ Sprains, dislocations
☐ Internal injuries
☐ Locking out/locking in
☐ Burns, scalding
☐ Bone fracture
☐ Skull fracture
☐ Head injury
☐ Ingestion
☐ Malnutrition
☐ Failure to thrive
☐ Mental suffering
☐ Medical neglect
☐ Sexual molestation
☐ Lack of supervision
☐ Other

Brought to your attention:

☐ Visual
☐ Verbally by abuser
☐ Verbally by abused
☐ Verbally by sibling/relative
☐ Other

Alleged abuser:

☐ Father
☐ Mother
☐ Stepfather
☐ Stepmother
☐ Sibling
☐ Boyfriend
☐ Girlfriend
☐ Relative
☐ Caretaker
☐ Other

Extent of injury:

☐ Mild
☐ Moderate
☐ Severe
☐ Fatal

Comments: (Attach additional sheet if necessary.) ______

______

Police contacted? Yes ☐ No ☐ Police Department: ______

Information only ☐ Service requested ☐ ______

Name of reporting person: ______ School affiliation: ______

Business address: ______ Business telephone number: ______

Signature: ______ Date: ______

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[11] This form was developed by Jim Mead, For Kids Sake, Inc, Brea. Used with permission.

Activity Seven/**Reasons for Divorce**[12]

The student will be able to:

- Identify some reasons for the increase in the number of divorces.

Introduction

A rapid increase in the divorce rate has occurred during the last ten years. Many factors have contributed to this increase. Divorce affects all family members, and it is a serious and complex crisis for many children.

Students' Directions

1. Rank the following possible reasons for divorce:

__ a. Marriage is not what the partners thought it was.
__ b. Recent divorce laws make getting a divorce easier.
__ c. Divorce is socially accepted.
__ d. Children cause stress.
__ e. One partner changes.
__ f. The partners do not spend enough time together.
__ g. The partners have different interests.
__ h. One partner's expectations are not fulfilled.
__ i. The woman works outside the home.
__ j. The family unit is not as strong as it used to be.
__ k. Communication difficulties occur.

2. Discuss your ranking of reasons for divorce with other classmates. Answer the following questions:

a. Which three reasons were ranked as most likely causes for divorce?
b. How many of the reasons should have been discussed by the couple before their marriage?

Activity Eight/**Effects of Divorce**[13]

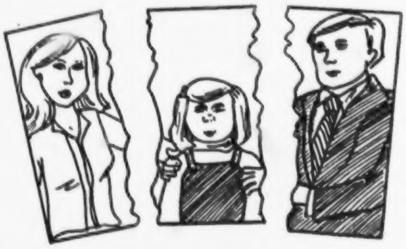
The student will be able to:

- Assess the impact of divorce on family members.

Students' Directions

1. Write what you think are the advantages and disadvantages of a divorce for each of the persons listed below:

- A preschool child
- An elementary school child
- A teenager
- A parent of young children
- A parent of teenage children
- A person who has finished raising a family
- A middle-aged parent whose child is divorcing



2. Seek out one or more of the previously listed persons among your family, relatives, and friends. Ask what advantages and disadvantages he or she experienced from the divorce. What adjustments did the person have to make?

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[12] This activity was adapted from a module developed by Erma Jean Crider, Sanger Unified School District.
[13] Ibid.

Activity Nine/**Children's Concerns About Divorce and Ways to Minimize Stress**[14]

The student will be able to:

- Identify concerns felt by children involved in divorce.
- Determine ways to minimize stress associated with divorce.

Teacher's Directions

1. Have the students brainstorm a list of common concerns children experience when their parents divorce. Begin by listing:
   - What will happen to me?
   - Was it my fault?
   - Will I have to move?
   - Will I have to leave my friends?
   - Will I have to change schools?
   - When will I see my mother or father?
   - Will my parents get back together?
2. Read aloud the following description of three children whose parents are divorcing. Have the students answer the questions which follow the description.

   Imagine listening in on the thoughts of three children whose parents are in the process of divorcing. Bill, the five-year-old, is staring out the living room window. He frowns and sighs as he looks at the tree house in the large maple tree. Last week he and his friends had their lunch there, hauling bologna sandwiches, lemonade, and cookies up in a plastic bucket. His parents have told him that he soon will move to a new home—an apartment. No longer will he feel the sticky sap of the tree on his hands and knees as he climbs up to the tree house or hear his cocker spaniel bark and whine from below as he and his friends spy across the alley from the tree house. Will there be a tree house at the apartment? Will he and his two best friends be able to spend afternoons playing together as they used to? Where will his dog play ball and chase sticks? Will his parents take turns living at the apartment? Will they both live there with him and his brother and sister? Why does Grandma seems angry with his parents? Will he have to live with Grandma?

   Sandy, Bill's twelve-year-old sister, is in her bedroom crying. The muffled sounds of her sobs are barely audible over the songs of her favorite radio station. Sandy feels nauseated, and her face is red and tear-stained. Her breathing is uneven. How can her parents do this to her? Don't they love her anymore? If they love her, they would stay married and not make her move to a new school. How can she transfer to a new seventh grade class in the middle of the year? She feels terrified of walking into classrooms of strangers, knowing no one. Will the other kids laugh and snicker at her when she enters the class for the first time? Who can she eat lunch with? Maybe she won't go to school at all. That's it. She'll get ready for school each morning, and then, instead of going to school, she can walk around

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[14] This activity was adapted from a module written by Erma Jean Crider, Sanger Unified School District.

Teacher's Directions
(Continued)

town until school is over. Her mom will never know if she is going to her classes. Her mother and father don't care what happens to her anymore, so it won't matter.

Eddie, Bill and Sandy's sixteen-year-old brother, is in the garage working on his car. As he works, his mind moves over the last eight months at home. Mom and Dad either have been shouting at each other or stamping around in a silent rage. Both have been impatient with him and his brother and sister. He is beginning to wonder if he can do anything right anymore. Are Mom and Dad mad at me? Is it my fault that they are splitting? Eddie spends more and more time with his friends these days. Then his thoughts turn back to his car. Will we have enough money for me to keep my car? Will I be able to go to college?

3. Identify the concerns of the three children:
   a. Bill—five years old
   b. Sandy—twelve years old
   c. Eddie—sixteen years old
4. Have the students make a list of ways parents and children might minimize stress during divorce.

   The list could include the following:
   a. Adults should not destroy the loyalty a child has for both parents.
   b. Adults should help the child to realize that even though the parents do not wish to live together, they both are still caring parents.
   c. If one parent cannot say anything nice about the other parent, he or she should not say anything.
   d. Parents should assure the child that the child is in no way responsible for the divorce.
   e. Parents should avoid saying, "Mommy (or Daddy) has left us."
   f. Parents should avoid involving children in feelings of revenge or hatred.
   g. Parents should not use their children to spy on each other.
   h. Parents should avoid complaining in front of the children about child-support payments.
   i. Scheduled visits of the absent parent should be allowed.
   j. Parents should establish communication lines and discuss their fears, concerns, hurts, finances, and so on.
5. Have the class respond to the following questions:
   a. Have attitudes about divorce changed during your lifetime? If yes, how?
   b. What are some of the feelings marriage partners experience during the time of separation?

EDA

Activity Ten/**The Effects of School-Age Parenting on Others**[15]

The student will be able to:

- Identify some consequences of teenage parenting.
- Identify some effects of teenage parenting on babies, mothers, fathers, grandparents, and others.

Introduction

In recent years, fewer females have been marrying before the age of eighteen or males before the age of twenty—yet more young people under the age of eighteen are having babies and are trying to rear them. This means that more babies are being born to single parents of junior and senior high school age. Recent surveys indicated the following:

- In 1983 in California, 51,244 live births were delivered by girls between the ages of fifteen and nineteen.
- In 1983, 853 live births were to females fourteen years of age or younger, and 16,885 births were to females fifteen to seventeen years of age.
- Pregnancy is the reason most often cited (80 percent) by female teenage dropouts for discontinuing their education.
- More than 90 percent of single mothers whose families receive aid to families with dependent children (AFDC) have not finished high school.

Teacher's Directions

1. Have students consider how they would be affected by having a child at an early age. Who else would be affected by the birth of the child? Why?
2. After discussing the effects of teenage pregnancies, have students complete the "Teen Parenting Effects Chart."

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[15] This activity was adapted from a module by Colleen Schwartz, Central Unified School District, El Centro.

[16] This information was provided by the California Department of Health Services.

Information Sheet/**Teen Parenting Effects Chart**

Person	*Effects*	*Reason*
Infant	High death rate	Mother's biological maturity usually reached during eighteenth year
	Low birth weight	Poor diet of mother
	Birth defects Mental retardation Spinal injury Breathing difficulty Clubfoot	Mother's biological maturity usually reached during eighteenth year
	Lower IQ	Inadequate nutrition of mother and fetus
Teenage mother	Reduced education	Inadequate day care for the child
	Reduced income	Lack of a high school diploma
		Lack of job training or experience
		If married, the husband may have interrupted his education, resulting in low-skill, low-paying employment.
	Reduced social life	Cannot take infant to social events
		Too difficult or expensive to find sitters
	Reduced personal freedom	Frequently living with parents and conforming to parents' life-style
		Requirements of infant (feeding, sleep)
		Single mother who moves from parents' home has responsibility for baby 24 hours a day.
	Numerous pregnancies and births	Negative effect on health of mother and baby
		Unstable family life, stress
		High suicide rate
		Welfare dependency
Teenage father	Reduced education	Unskilled, low-paying employment
		Financial support by parents
	Numerous marriages	Lack of emotional commitment
		High divorce rate
	No decision-making rights regarding baby	Mother has sole right to decide on abortion, adoption, or keeping the baby.

Information Sheet/**Teen Parenting Effects Chart** (Continued)

Person	*Effects*	*Reason*
Teenage father (continued)	Legal responsibility	Father is legally responsible for support of child, regardless of his age or legal relationship with mother.
	Jail or probation	Laws prohibit sexual relations with a female under eighteen years of age, even if the female agrees. Violation of the law may lead to criminal prosecution.
Grandparents	Increased expenses	Parents are legally responsible for support of their children until age eighteen. Many young mothers bring babies home to live with their parents.
	Reduced freedom	Grandparents assume child care responsibilities.
	Social trauma; shock, anger, self-questioning; sorrow for teen parents	Teenage parents are unwilling to accept the situation and have no plan to deal adequately with the problem.
	Conflict over decision making	Grandparents want to make decisions based on their values, life-style, and support capabilities—financial, physical, and emotional. Some grandparents do not want their daughter to date again; others want her to date, hoping she will find someone to marry.
Other family members	Raising child	Teenage parents are not emotionally or financially able to raise a child.
	Stress	Cramped living conditions, financial outlay, added responsibilities
	Reduced money available to family members	Mother and baby add expensive items to family budget, reducing the budget and spendable income of the family.
Community members	Financial burden on taxpayers and community services	Tax monies pay for medical care, social workers, special education, living costs, costs of deformed and/or mentally defective children. Unemployment creates tax loss.

Teen Parenting Effects Chart

Person	*Effects*	*Reason*
Infant		
Mother		
Father		
Grandparents		
Others (list)		

Activity Eleven/**Fetal Alcohol Syndrome (FAS)**[17]

The student will be able to:

- Determine the effect alcohol can have on an unborn child.
- Consider the advisability of placing warning labels on alcoholic beverages.

Introduction

In June, 1977, Ernest Noble, Director of the National Institute on Alcohol Abuse and Alcoholism, stated that Fetal Alcohol Syndrome (FAS) is the number one problem in terms of preventable birth defects. Mental retardation, learning disabilities, heart defects, retarded physical growth, small heads, crossed eyes, small eye openings, and hyperactivity are symptoms of an FAS baby. It is estimated that 1,500 babies born each year are either retarded or physically deformed because their mothers drank too much alcohol.

Alcohol is a powerful central nervous system depressant which affects almost every organ in the body. Each time an expectant mother has an alcoholic drink, the developing baby drinks, too. Like everything else the expectant mother eats and drinks, the alcohol passes through the placenta to the baby and circulates in the baby's blood. While it may take the mother only three or four hours to get over the effect of a few drinks, it may take the baby twice as long. A baby's immature body is not as efficient as an adult's body in burning up the alcohol.

Recent evidence also suggests that fathers who drink may be responsible for fetal defects also. A study of families in which the father was a heavy drinker and the mother did not drink revealed more birth defects than in families where neither parent drank alcohol.

Heavy drinking by the mother during the first three months of pregnancy is most likely to cause fetal abnormalities, since organs and body systems are being formed at this time. Heavy drinking at the end of pregnancy causes less damage to the baby, but still can result in problems. Severe abnormalities are found in babies of chronic alcoholics. There is new evidence that even moderate alcoholic consumption during early pregnancy may cause abnormalities in the fetus. Any of the following categories is considered to be moderate consumption of alcohol:

2 ounces (60 mL) of bourbon, scotch, gin, vodka, or rum

2 twelve-ounce (360 mL) cans of beer

2 five-ounce (150 mL) glasses of wine

Sometimes expectant mothers limit their use of alcohol to special occasions. However, some researchers believe that drinking on the weekend or on a holiday during a critical fetal development stage may be just as harmful as chronic drinking throughout pregnancy.

Because of the risks to unborn children, the Food and Drug Administration (FDA) wants producers of alcoholic beverages to put labels on wine, beer, and liquor alerting mothers-to-be of the dangers of drinking during pregnancy. If the FDA's advice is not followed, the U.S. Congress may pass a bill requiring health warning labels which emphasize the danger of alcohol to an unborn child.

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[17] This material was adapted from Annette B. Natow, "Alcohol and Pregnancy," *American Baby* (January, 1981). Used with permission.

Teacher's Directions

1. Divide the class into groups of four to six students. Each group is to consider itself as staff to a U.S. senator who is considering legislation which would require warning labels regarding Fetal Alcohol Syndrome on all alcoholic beverages. Each group will develop replies with which the senator can respond to the people who have written about the legislation. Have each student prepare a reply to two of the following four letters concerning the bill. Each group will select the best replies for submission to the senator.

Letter number one

Dear Senator:

I strongly urge you to support and work for the passage of the bill which will require that all alcoholic beverages contain a health warning. As a doctor who has practiced for the last 15 years in California, I am deeply concerned about the effect alcohol abuse is having on newborn babies. Many new mothers are unaware of the Fetal Alcohol Syndrome (FAS) and possible mental and/or physical defects in a baby whose mother has drunk excessively during pregnancy. I believe that if warning labels were placed on all wine, beer, and liquor bottles, the general public would become aware of the FAS problem and that many birth defects could be prevented. The general public is unaware of the relationship between alcohol consumption and possible birth defects. Alcohol abuse is increasing, and future parents must be alerted to the risk to their unborn children.

Sincerely,
Boris Conley, M.D.

Letter number two

Dear Senator:

I am writing about a very important personal problem. My daughter is expecting her second child, and I am afraid she is drinking too much. I read that there is a bill before the Senate which would require producers to put a label on alcohol to warn against birth defects. Please do everything you can to get this law passed. My daughter will not listen to me. She thinks that her drinking will not affect her baby. She quit smoking because of the warning on cigarette packages. If alcohol were labeled dangerous, I think she would limit her drinking. I am so worried about my daughter and her new baby. Please help us by passing the bill to label alcohol as dangerous to pregnant women.

Sincerely yours,
(Mrs.) Mabel Moore

Letter number three

Dear Senator:

I am writing about a ridiculous bill that Congress is considering. I refer to the bill which requires alcohol to be labeled as harmful to the health of unborn children. As a liquor store owner, I want to say that no unborn children will be able to read the label! Seriously, I do not think that such a label will do any good. People who want to drink will

Teacher's Directions
(Continued)

drink—label or no label. I am sure that anyone expecting a baby will cut down on alcohol, sweets, and junk food automatically. No one wants an unhealthy baby. This bill would cost the liquor industry money, and it would cost the government money to enforce it. Future parents are old enough and responsible enough to decide about drinking without interference from the government. Please do everything you can to defeat this bill.

Thank You,
George Beardley

Letter number four

Dear Senator:

I am a senior in high school, and I am writing as part of a Consumer and Homemaking Education class assignment. The teacher told us that there might be a new law stating that cans and bottles containing alcohol have to be labeled as being unhealthful for pregnant mothers. I do not think that this legislation is a good idea. I think there are too many laws already—especially for teenagers. If this bill is passed, it will scare people. I do not think drinking can affect an unborn baby, anyway. Warning labels do not do any good either. I smoke cigarettes and most of my friends do, too. None of us pays any attention to the cigarette warning labels. Do not pass another unnecessary law!

Yours truly,
John Blakely

2. Have each group select the best letters. Each group will choose a spokesperson to read the letters to the rest of the class.
3. Discuss each letter. Would the senator be likely to sign the bill? How would the senator who received the letter feel?
4. Poll the class members as to whether they are for or against a bill which would require warning labels about Fetal Alcohol Syndrome on all alcoholic beverage containers.
5. Write individual letters, or a class letter, to U.S. senators regarding such a bill which is under consideration in the U.S. Congress.

Invite speakers from Alcoholics Anonymous, another alcoholism treatment program, or a well baby clinic to discuss alcoholism, alcohol as a substance abuse, or alcohol's effect on the unborn fetus. Present the program during an assembly or lunchtime to the other students at your school.

Resources

For more information on the effects of drinking during pregnancy, write for these pamphlets:

Alcohol and Your Unborn Baby. National Institute on Alcohol Abuse and Alcoholism, 5600 Fishers Lane, Rockville, MD 20857.

Before You Drink, Think; When You Drink, Your Unborn Baby Does, Too!; DATA: Drugs, Alcohol, and Tobacco Abuse During Pregnancy, The March of Dimes Birth Defects Foundation, Box 2000, White Plains, NY 10602.

EDA

Activity Twelve/**Children of Alcoholics**

The student will be able to:

- Understand the influence an alcoholic parent can have on his or her children.
- Identify community resources that assist relatives and friends of alcoholics.

Introduction

National averages and estimates indicate that one out of every four people in school may have an alcoholic parent. Children of alcoholics are four times more likely to become alcoholics than children of nonalcoholic parents. It is estimated that half of all known alcoholics come from families with at least one alcoholic parent.

Alcoholics Anonymous (AA) is an organization whose members are working to overcome alcoholism. The only requirement for a person to join this group is a desire to stop drinking. Al-Anon, a branch of Alcoholics Anonymous, was organized for the husbands and wives of alcoholics. Alateen, an outgrowth of Al-Anon, helps teenage sons and daughters cope with their home situation. This organization gives them the opportunity to meet and talk to others with similar problems.

Teacher's Directions

1. Write the phone numbers and addresses of local chapters of Alcoholics Anonymous (AA), Al-Anon, and Alateen on the chalkboard.
2. Have students offer advice to the following two letter writers: In the response to the first letter, have students include the local address and phone number of Al-Anon. In the response to the second letter, have students include the local address and phone number of Alateen. Have students share their letters of advice with the class. Display the letters on the class bulletin board.

Letter number one

I am twenty-five years old and have a twenty-two-year-old wife. I think she has a drinking problem, but she says she does not. I know her parents both drank a lot, and I know she and her friends used to drink a lot before she and I got married. When I get home after work, she smells like alcohol; and, instead of fixing dinner, she wants to pour me a drink. We want to start a family soon, but I am afraid the baby will not be healthy if my wife is drinking. She says I am suspicious and do not trust her. We are beginning to argue a lot. I wish she would just admit that she has a drinking problem, and then maybe I could help her. What should I do?

Ron

Letter number two

I am 14 years old and I have a real problem. My mother and father drink a lot, and lately their drinking has been getting worse. Sometimes they come home from work late, and they have been drinking. They yell at me and my younger brother and sometimes hit us. I am afraid and embarrassed to have friends over to my house, and I am worried about my brother. We both try to do our best in school, and we do all our chores at home, but nothing seems to please our parents. I am

Teacher's Directions (Continued)

afraid my brother is starting to drink beer with his seventh grade friends. I do not know what to do.

I do not know whether to talk to my parents about my brother or to tell them how much I worry about them when they come home late after drinking. What do you think I should do?

Lynne

3. Invite a speaker to class from Alcoholics Anonymous, Al-Anon, or Alateen. (First poll the students to learn from which group they would prefer to have a speaker.) Have the students prepare questions beforehand to ask the speaker.

EDA Activity Thirteen/**Death: How Survivors Cope**

The student will be able to:

- Consider personal reactions of others to the loss of a loved one.
- Discuss or role-play reactions to the situation chart.

Introduction

The death of a family member or of a close friend can be a major crisis in one's lifetime. Death can occur at any stage of the life cycle. An unexpected or accidental death is more difficult to cope with than death from illness or old age. In either case, the *open expression* of grief can make a person's adjustment to a death easier than the *repression* of mourning and feelings of loss. Natural reactions to the death of a loved one are shock, depression, anger, and childish behavior by the survivor (forgetfulness, dependence, temper tantrums, and so forth).

Grieving survivors need the support and understanding of their friends and family as they go through stages of mourning. Listening to the person and accepting feelings of loss and sadness can be very helpful. Distracting a friend from his or her grief may make the friend feel even more lonely and hopeless. Friends of those in mourning can also help by recalling happy memories of the loved one, rather than dwelling on the loss. For each individual, it is essential to complete mourning for the loss of a loved one in his or her own way, in whatever length of time is necessary.

Students' Directions

1. Fill in the situation chart individually. Then, as a class, discuss your responses to each situation. (Role-playing in small groups might allow individuals to imagine creative responses to a sensitive situation.)
2. Note the importance of death in the plot of a novel, serious movie, or television drama. Is it a central part of the plot? Could it have been omitted? Did it affect the character development in the drama? How did the characters respond to and cope with the death?

Situation Chart

Situation	*What would you do?*	*Have you known of a similar situation? Tell about it.*	*What did you do?*	*What else could you do?*
1. Two sixteen-year-olds, best friends, were in a car accident. One of them was killed. What should be the classmates' response to the survivor?				
2. The mother of your close friend dies unexpectedly. What is your response to the friend and family?				
3. A seventeen-year-old is killed instantly in a motorcycle accident. He was new to school and had few friends. His brother is a freshman at the same school. What should be the classmates' and teachers' responses to the brother?				
4. A grandparent of your best friend is dying of cancer and is living at home. What is your response to your friend, to the grandparent, and the rest of the family?				
5. The neighbors' two-year-old daughter drowned in a swimming pool. What is your response to the five-year-old sister? To the parents?				

EDA

Activity Fourteen/**Teenage Suicide**

The student will be able to:

- Identify myths and false beliefs about suicide.
- Understand how to help a person who is thinking about suicide.

Students' Directions

1. Answer the True/False questions in this activity.
2. Read "Clues for Potential Suicides: How to Help" in this activity.
3. Form into groups of four or five students. Complete "How Would You Respond?" in this activity. Different members of the group may play the role of each troubled person. Other members of the group may play the roles of friends and family.
4. Share your decisions with the rest of the group when you have decided on the best response to each situation present in "How Would You Respond?"
5. Find the community resources in your area where people considering suicide, their friends, or family may find help.
6. Present additional class discussion topics, which might be as follows:
   a. Have you known anyone who committed suicide?
   b. Have you known someone who threatened to do so? What did you do?
   c. Have you ever thought of committing suicide yourself? What prevented you?

As a community service or personal development and leadership activity, have your FHA-HERO chapter sponsor a school assembly or awareness week focusing on teenage suicide. The assembly could feature a keynote speaker from the local suicide prevention center or hotline counselor, police officer, emergency center staff member, physician, child of a parent who committed suicide, or a person who has unsuccessfully attempted suicide. The objectives of the assembly or awareness week would be to teach students to recognize the behaviors in others that indicate potential suicide and to become aware of community agencies for suicide prevention.

Clues for Potential Suicides: How to Help

This section contains information about the behavior of potential suicides and ways to help these people.

- *Recognize the clues.* Look for signs of deep depression within an individual. Listen for threats of suicide and statements such as, "I have nothing to live for" or "I wish I were dead." Note whether the person becomes withdrawn and isolated from others. When the person's depression lifts, remain alert to possible suicidal thoughts.
- *Trust your feelings.* If you think someone is in danger of committing suicide, do not let others talk you into ignoring signals of suicide.

Students' Directions
(Continued)

- *Tell others.* Share your knowledge of a possible suicide with friends, parents, teachers, or anyone who might help in such a crisis. If someone tells you of a plan to commit suicide, your first responsibility is to save a life—not a secret.
- *Do not leave a suicidal person alone.* Stay with the person until help arrives or the crisis passes.
- *Be a sensitive listener.* Encourage the person to talk and sympathize with him or her. Do not make an indifferent statement such as, "Everything will be all right tomorrow."
- *Recommend professional help.* Put pressure on the person to seek professional help, either during a crisis or after an attempt at suicide. Encourage the person to continue the therapy, even if doing so is difficult.
- *Show the person that you care.* Help him or her to feel worthwhile and liked.

How Would You Respond?

1. A school friend comes to class wearing a long-sleeved shirt; his bandaged wrists are barely showing. He tells his friends of a suicide attempt and then swears them to secrecy.
2. Your friend's fourteen-year-old brother wants to know the number of aspirin needed to take for an overdose. He then wants to give away his chess set, baseball mitt, and favorite tapes and records.
3. A student returns to class after being absent for almost two weeks. You do not know her very well, but you heard that her mother took her life.
4. Your friend's older sister has broken up with her boyfriend and has lost her job. She told her sister that she does not want to live. You and her sister think she has a handgun in her room.
5. Someone you feel close to threatens suicide but refuses to talk to you seriously about those threats. The person seems depressed one moment and cheerful the next.

Teenage Suicide Quiz

True-False Questions

T F 1. Rose has lost interest in her friends and her interest in hiking and bird-watching. She has given away her binoculars and her favorite bird books. She is probably just going through a phase.

T F 2. Steve threatens to kill himself whenever he is angry or hurt. Because he talks so much about suicide, he probably will not attempt it.

T F 3. Craig tried to kill himself with an overdose of pills. After his parents found him, he was rushed to the emergency ward and his stomach was pumped. After surviving this painful experience, he probably will not attempt suicide again.

T F 4. Jackie had been unhappy for several weeks and told her closest friend that she wanted to die. During the past few days, she had seemed cheerful and relaxed; her suicidal thoughts must have passed.

T F 5. Nothing can stop someone who has decided to commit suicide.

T F 6. When talking to a person who is suicidal, it is important to be cheerful and say something like, "You'll feel better tomorrow," or "You're a lot better off than a lot of people we know. Pull yourself together."

T F 7. The child of a parent who died by suicide usually tries to forget the parent. It would be harmful to talk to the child about his or her parent.

T F 8. Do not talk about suicide in front of a depressed person. He or she may be influenced.

All of the previously listed statements are *false*. They represent some of the myths which surround suicide.

Match the following lettered statements to the previously listed numbered statements. The lettered statements explain why the numbered statements are false.

Number of
the *False*
statement

___ A. A deeply despairing person needs to be listened to and to be understood. Rather than cheerful words and advice, the person needs to hear a statement like, "I think I understand how terrible you feel."

___ B. A person who loses interest in friends and hobbies, who undergoes a personality change, or who gives away personal belongings may be showing signs of suicidal thoughts.

___ C. No one is suicidal all the time. Sometimes death wishes are very strong, and at other times the person tries to cope with life. Also, even the most suicidal person has mixed feelings about death and shifts from wanting to live to wanting to die until the last moment.

___ D. One does not give a suicidal person ideas about suicide. This person already has been considering it. One can help by bringing suicidal thoughts into the open so that the problems can be talked about.

___ E. A large number of suicides take place just when the person begins to feel more relaxed and happy. The depressed person may have more energy to carry out the act or may feel more peaceful and happy because the final decision for suicide has been reached.

Teenage Suicide Quiz (Continued)

___ F. People who talk about killing themselves are asking for help and are giving clues about their suicidal thoughts. Psychiatrists and psychologists who specialize in working with teenagers agree that those who often threaten suicide have serious suicidal thoughts.

___ G. For one who attempts suicide, the first time is the hardest. A person finds it easier to try a second or third time if the conditions which brought about the attempt have not improved. Four out of every five suicide victims have made previous attempts.

___ H. The survivor of a parent who has committed suicide needs to talk to a professional person who is trusted: a minister, rabbi, physician, psychiatrist, social worker, or teacher. The young person needs to bring out feelings of guilt, blame, and fear rather than keep these feelings inside. The family members who are left behind also need the sympathetic understanding of friends and relatives. They need to open their hearts to someone who simply will listen, neither offering advice nor giving judgment.

Answers: (A) 6; (B) 1; (C) 5; (D) 8; (E) 4; (F) 2; (G) 3; (H) 7.

7

Parenting Your Parents

This chapter is about children caring for their parents. The population in the United States of persons sixty-five years and older is rapidly increasing. Parenting skills are necessary for children of the aging because adult children assume new roles as their parents become dependent.

Many young people have few opportunities to interact with the aged. This situation can cause them to form negative stereotypes of older people.

Interaction with the aged is an important teaching tool in this chapter. Review the following guidelines for interviewing an elderly person:

- Respect the individual as a person.
- Encourage the older person to express his or her feelings and interests.
- Be a good listener.
- Do not be anxious; this behavior might be mistaken for insincerity.
- Let your personality shine through.
- Visit regularly; be faithful.
- Do not give medical advice or suggestions.
- Telephone the person if you cannot follow through on what you promised.

A Part of Life

The activities in this chapter will help the student develop abilities to:

- Appreciate the individuality and needs of the elderly.
- Identify some advantages of aging.
- Evaluate their attitudes about parenting their parents.
- Project their life-styles into the future.
- Project their roles in the possible care or support of their parents.
- Determine ways to help older individuals.
- Determine ways older individuals can help students.
- Understand strategies for living in harmony with the elderly.

Key Generalizations

NOTE: These generalizations may be found on pages 13 and 14 of *Curriculum Design for Parenthood Education.*

1. The aging process begins at birth and continues throughout life, ending at death.
2. Individuals vary in physical aging for a variety of factors, including genetic heritage, health care, nutrition, stress, and environment.
3. The aging process is not caused by disease, but an individual's vulnerability to disease increases with age.
4. Middle-aged parents are faced with their own aging problems, which include getting older in a youth-oriented society, fearing loss of job opportunities, adjusting to body hormonal changes and resulting changes in appearance, and recognizing parenting needs of their grown children.
5. The population living to be more than sixty-five years of age is increasing at a greater rate than ever before.
6. The average life expectancy of women is greater than that for men.
7. Experiences a person has had with individuals in other stages of the life cycle influence his or her attitudes toward those particular age groups.
8. A person's attitude toward aging is influenced by society.
9. Because young people may have had limited opportunities to interact with the aged, they may have negative attitudes about the aged.
10. The treatment and status of older people vary within cultures and ethnic groups.
11. The aging parent derives satisfaction through the achievement of other family members.

Key Generalizations
(Continued)

12. The quality of a family's relationships will have considerable impact on the amount and kinds of services a family is willing to provide to its elderly members.
13. Similar parenting skills are required in the care of another person, whether it is a child or an older person.
14. In late middle age the adult offspring may experience a decline in energy, finances, and health and may be less able than before to help their elderly parents.
15. Some older people have relatives who provide some services, especially in times of crisis.
16. Older people's social contacts with friends and neighbors tend to decrease with increasing age and widowhood.
17. Elderly people living in the community place a high value on self-reliance and independence.
18. Many elderly people do not want to accept services from agencies because they feel that by doing so they are accepting charity.
19. Older people have the time and the experience to provide assistance to younger members of the community.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this section:

● EDA Activity One—Understanding the Needs of the Elderly
- Appreciate the individuality and needs of the elderly person.

● Activity Two—Viewing the World Through Rose-Colored Glasses
- Identify some advantages of aging.

Activity Three—Taking Care of One's Parents
- Evaluate personal attitudes about taking care of one's parents.
- Compare personal attitudes with those of class members and parents.

Activity Four—Foreseeing Your Future in the Year 2033
- Explore life-styles in the future.

EDA Activity Five—Projecting Future Roles
- Project roles in the possible care or support of parents.

● EDA Activity Six—Giving and Getting
- Determine ways to help older individuals.
- Determine ways that older individuals can help students and other young people.

● EDA Activity Seven—Living with the Elderly
- Define strategies for living in harmony with the elderly.

3. Administer the post-test.

Pretest and Post-Test

1. List three advantages of aging:
   a.
   b.
   c.

2. How do you feel about the possibility of parenting your parents?

3. Name three skills or forms of help you are capable of offering to an older person:
   a.
   b.
   c.

4. Name three skills or forms of help an older person can offer you:
   a.
   b.
   c.

5. Name a person who made a significant contribution to his or her community after his or her sixty-fifth birthday.

6. Give two challenges and their solutions that a family with teenagers would face if a grandparent came to live with them:
   a.
   b.

7. Give an example of an untrue stereotype or common misconception young people have about the elderly.

Answers: (1 through 4) open; (5) page 344; (6) open; (7) page 341.

EDA

Activity One/**Understanding the Needs of the Elderly**[1]

The student will be able to:

- Appreciate the individuality and needs of the elderly person.

Introduction

The needs of children and the elderly are often similar because of the care these groups require. The variety of life experiences and intellectual development of the aged make them a diverse group with unique needs and things to offer. Children are a more homogenous group because of their lack of life experiences and limited physical, emotional, and cognitive growth.

The greatest concern of the aged is with the loss of control over their personal lives. These people want to make decisions regarding their health care, environment, finances, and daily living. Seniors need to have people listen to them, respect their achievements, and acknowledge their many life experiences. Fulfillment of this need is not only therapeutic, but it also validates an elderly person's years of work and, in many cases, struggle.

Teacher's Directions

1. Have the students complete "How Wise Are You About Aging?" in this activity.
2. View filmstrips on aging such as Buttrick's *Growing Older* series or the American Home Economics Association's *Insights on Aging*. View the film *Peege*, produced by Phoenix Films, 1974.
3. Have a geriatric specialist speak to the class about the physical, emotional, and psychological changes a person experiences as he or she ages. Have a senior citizen speak to the class about the needs and experiences of an aging person.
4. Invite a member of the Grey Panthers, Older Women's League, or local Council on Aging to speak to the class about the legal rights of the aged.
5. Develop a list of the needs of the elderly. Compare it with other lists made by students in class and discuss the different viewpoints.
6. Have students interview an elderly person about changes he or she has experienced in a lifetime. Compile a visual history depicting changes in local environment, values, mores, economic and social changes, homes, automobiles, and household items. Use old newspapers, literature, or old photographs for illustrations.

To provide an opportunity for leadership development, plan an on-campus Youth-Senior Citizen Conference to develop communication between older persons and young people. Have class representatives jointly plan the day of exchange with representatives of the senior citizens group. Have a keynote speaker, followed by small and large discussion groups. This type of group activity can be a way to encourage intergenerational group exchange, with minimum anxiety for all parties.

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[1] This activity was developed by Nancy Szydelko, Sanger Unified School District.

How Wise Are You About Aging?

T F 1. Most elderly people live in their own homes.

T F 2. All elderly people experience physical changes at the same rate.

T F 3. Older people have fewer expenses than young people in most areas except medical care.

T F 4. Older people need privacy just like younger people.

T F 5. Maintaining personal independence is one of the major concerns of the elderly.

T F 6. The physical process of aging begins in adolescence.

T F 7. Older people cannot work in regular jobs because they are not dependable.

T F 8. Most older people have little fear of failure.

T F 9. Current events are of little interest to older people.

T F 10. Older people like to be left alone.

T F 11. Retirement makes an older person feel useless.

T F 12. Retired people do not have regular schedules.

T F 13. If a person's body is aging, she or he is probably senile, too.

T F 14. The major source of income for most elderly persons is Social Security benefits.

T F 15. A large percentage of elderly people identify fear of crime as one of their greatest concerns.

T F 16. Older people like to do things their own way. They do not listen to new ways.

T F 17. Most elderly people should live in nursing homes.

T F 18. A national health plan designed to meet many of the medical expenses of the elderly is Medicare.

T F 19. An inflammation of the joints experienced by many older people is called arthritis.

T F 20. Some physical changes experienced by older people are loss of skin tone, difficulty hearing or seeing, and sluggish circulation.

Answers: (1) T; (2) F; (3) T; (4) T; (5) T; (6) T; (7) F; (8) T; (9) F; (10) F; (11) T; (12) F; (13) F; (14) T; (15) T; (16) F; (17) F; (18) T; (19) T; (20) T.

Activity Two/**Viewing the World Through Rose-Colored Glasses**[2]

The student will be able to:

- Identify some advantages of aging.

Teacher's Directions

1. Get a pair of noncorrective rose-colored eye glasses or sun glasses, if possible. If they are not available, make a pair from cardboard and pieces of rose acetate or cellophane. (These supplies may be found in art supply stores.)
2. Have the students give five disadvantages of growing old. Then have each student put on the rose-colored glasses and offer five advantages of aging. The glasses emphasize the optimistic viewpoint and keep the discussion lively. Allow students enough time to prepare their presentations.
3. Invite five men and women who are at least sixty-five years of age to visit the class. Choose positive examples of active, involved, engaging citizens or community leaders.

To reinforce classroom learnings and provide an opportunity for community outreach, plan a program (meal, craft exchange, and so forth) for some senior citizens in your area. Have the students talk and share with the elderly and report their findings back to the class. Invite some of the senior citizens to class to give personal evaluations of the program and the opportunities for interaction with members.

Activity Three/**Taking Care of One's Parents**[3]

The student will be able to:

- Evaluate personal attitudes about taking care of one's parents.
- Compare personal attitudes with those of class members and parents.

Teacher's Directions

1. Provide each student with an identical piece of paper and a pencil to give each person anonymity. (Students may disguise their handwriting, if necessary.) Discuss the psychological relief that is found in consciously expressing a fear, a worry, or a problem.
2. Have the students write a statement about a worry they have concerning the aging of their parents.
3. Collect these statements and redistribute them to the class. Have each student write a reaction to the statement that he or she receives. They may express support for the other student's fears in the statement; they may identify assistance or a community resource for help.
4. Attach the students' reaction to the original statements and redistribute the papers for a second reaction. When the students are finished, attach their statements and reactions to the wall or bulletin

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[2] This activity was developed by Nancy Szydelko, Sanger Unified School District.

[3] Ibid.

Teacher's Directions (Continued)

board so that each student can read his or her statement, the two reactions, and all the other statements or reactions.

5. Follow up with a class discussion:
   a. What kinds of concerns were expressed most often?
   b. What were some of the reactions or suggestions offered?
   c. What other fears, worries, or problems were expressed?
   d. Can anything be done by the person *now* to lessen the concern?
   e. Discuss whether we should tell our parents about our concerns.

Activity Four/**Foreseeing Your Future in the Year 2033**[4]

The student will be able to:

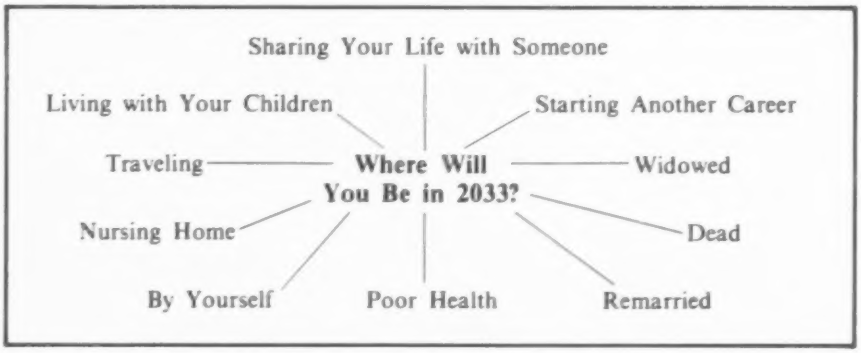
- Explore life-styles in the future.

Introduction

Today, 11 percent of all Americans are over sixty-five years of age. This is 23 million people. By the year 2033, it is estimated that 15 percent of the population will be sixty-five or older. Of those 40 million men and women, one of them will be you.

Teacher's Directions

1. Prepare this bulletin board:


Sharing Your Life with Someone
Living with Your Children
Starting Another Career
Traveling
Where Will You Be in 2033?
Widowed
Nursing Home
Dead
By Yourself
Poor Health
Remarried

2. Have each student draw a picture of himself or herself in the year 2033. Discuss how they see themselves in the future.
3. Have students read "How Old Is Old?" that appears in this activity. Ask them again how they see themselves in the future.
4. Have each student identify examples from television, literature, history, or the local community of an older person who has achieved or made a significant contribution to society.
5. Poll the students to see whether they have changed their attitude about aging since completing this activity. Use a scale from one to ten, ten being a total change of attitude.

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[4] This activity was adapted from a module by Jean Steuart, Sanger Unified School District.

Teacher's Directions
(Continued)

How Old Is Old?

These people continued to work past what we consider retirement age into their seventies, eighties, or nineties. All have helped prove that it is the person, not the age he or she is, who contributes to society.

- Oliver Wendell Holmes, Jr., was sixty-one when he began his third career as Associate Justice of the U.S. Supreme Court. He wrote important decisions shortly before his ninetieth birthday.
- Golda Meir became Prime Minister of Israel at the age of seventy-one and served for five years.
- Benjamin Franklin invented bifocal lenses when he was in his seventies. At the age of seventy, he became the first United States ambassador to France.
- Ignace Paderewski, the Polish statesman, did not start to become a concert pianist until he was in his fifties.
- The Roman statesman Cato started learning Greek when he was in his eighties.
- Ronald Reagan became President of the United States when he was seventy years old.
- Mother Theresa received the Nobel Peace Prize in 1979 at the age of sixty-nine.
- Martha Graham changed dance by fusing ballet with her own style of modern improvisation. She retired from performing at the age of seventy-six but continued to choreograph and direct the famous Martha Graham Center of Contemporary Dance.
- Edward "Duke" Ellington taught himself piano and went on to develop one of America's most famous jazz styles. At sixty-six he toured the world as a cultural ambassador for the U.S. State Department. At seventy-one, he was elected to the songwriter's Hall of Fame.
- Imogene Cunningham, one of America's foremost photographers, actively worked at her art in her nineties in San Francisco.

EDA

Activity Five/**Projecting Future Roles**[5]

The student will be able to:

- Project roles in the possible care or support of parents.

Introduction

A unique relationship occurs when the child needs to provide special support and care for an aging and/or disabled parent. After receiving attention and care from their parents since birth, children often have difficulty dealing with the role reversal required of them in parenting their parents. Parents are not comfortable with role reversal either. Have you thought about this?

Students' Directions

1. Complete the questionnaire "Future Projections" on the following page. Take a second copy home for your parents to complete.
2. Compare and discuss the future projections both you and your parents have made.
3. Report the results of your discussion with your parents to the class.
4. Have the students tell what they admire about their mother, father, or guardian. List these traits on the board. Discuss whether the students would be able and/or willing to use these traits when parenting their parents.
5. Have the students write an essay in which they predict their housing need, food intake changes, social life patterns, financial status, and leadership activities after retirement from an active wage-earning or homemaking role.

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[5] This activity was developed by Nancy Szydelko, Sanger Unified School District.

Future Projections

This questionnaire is to encourage you to imagine what the future will be like and to talk to your parents about it. The best procedure is to involve all children, parents, and grandparents in the discussion.

1. How old will *you* be when your parents require care or financial support?
2. How old will *your parents* be when they require care or financial support?
3. Will you care for your parents?
4. Will your parents ask you to care for them, or will you volunteer assistance?
5. Will other brothers, sisters, or family members help?
6. Will your parents be married?
7. What will happen if one parent dies before the other?
8. How will you care for your parents?
9. Will you be living nearby?
10. Will you quit your job to take care of your parents?
11. Will you need to get a second job to support your parents?
12. Will you have children?
13. What can you offer to your parents as they age?
14. What could parents do for you? Your family?
15. If you do not take care of your parents, who will?
16. Could you care for a disabled (ill, alcoholic, blind, and so forth) parent?
17. How would you feel about giving care instead of receiving care as you have been?
18. How do you imagine your parents will feel?

EDA

Activity Six/**Giving and Getting**[6]

The student will be able to:

- Determine ways to help older individuals.
- Determine ways that older individuals can help students and other young people.

Students' Directions

1. Complete the following chart in class.

Give	Get
Things I can do for older individuals	*Things older individuals can do for me*
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. After completing the chart, visit with at least one older person and ask him or her to add items to the lists. Use colored ink to indicate the items added during the interview, showing your ideas and the older person's ideas.

To extend classroom learnings, develop leadership, and provide a community service, develop a community outreach project with senior citizens based on the results of the interviews obtained in this activity.

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[6] This activity was developed by Nancy Szydelko, Sanger Unified School District.

EDA

Activity Seven/**Living with the Elderly**[7]

The student will be able to:

- Define strategies for living in harmony with the elderly.

Teacher's Directions

1. Give four 3 x 5-inch (8 x 13 cm) file cards to each student.
2. Have the students, on each card, write one challenge that their families would have if one of their grandparents moved into their home. These challenges may include some of the difficulties of living with older people.
3. Appoint a recorder to write the students' responses on the board or overhead projector.
4. Ask each student to report one item from his or her card. Accept all responses without judgment. Continue this procedure around the room until all the students' responses have been received.
5. Have the students combine duplicates or similar responses by suggesting the consolidation or elimination of statements. *Note:* A response cannot be taken off the list or combined unless both students agree that it is acceptable and that its removal would not cause the meaning to be lost.
6. Have the students rank the top ten challenges based on the number of times they were mentioned by class members.
7. Have the students suggest, from the list compiled, at least one method family members could use to alleviate or help the situation. The end result should be a list of ten challenges and at least ten solutions.

Present a public forum on aging to extend classroom learnings and increase public awareness. Invite guest speakers you have had in class to present the total concerns (e.g., health, finances, nutrition, emotional needs, transportation) of the older individual. Members can introduce speakers, moderate the panel, provide publicity, plan the program and refreshments, and seat guests.

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[7] This activity was developed by Nancy Szydelko, Sanger Unified School District.

8

Community Resources Available to Help Individuals and Families

Young people should be informed of the availability and location of community resources for assistance to families. A person's primary resource is his or her nuclear and extended family. When family members have tried to resolve problems themselves and have found no relief, they need to know which agencies can assist them.

In this chapter, students learn about community agencies and resources that are available to help individuals and families. Because each community has its own unique network of agencies and services, teachers will need to become familiar with local community services before teaching this unit. The telephone book will assist both teachers and students in determining whether the agency is privately funded or is a city, county, state, or federal agency. Legislators may also provide directories of resources available in the community.

This chapter is especially well-suited for FHA-HERO projects and instruction because community outreach is one of the six program components of an active program. Students will learn to use and to provide services in their communities through activities in this chapter.

Know Your Community Resources

The activities in this chapter will help the student develop abilities to:

- Define and give examples of human resources.
- Define and give examples of nonhuman resources.
- Recognize personal resources.
- Identify community agencies or resources that offer assistance to families in times of stress.
- Plan an in-depth community service project.
- Respond to crises of other persons.
- Provide information and referral assistance for questions related to parenting and child care.
- Prepare and present a slide show illustrating selected services or resources available in the community.
- Apply knowledge of community resources to problems of families in crises.

Key Generalizations

NOTE: Additional generalizations may be found on pages 12 and 13 of the *Curriculum Design for Parenthood Education.*

1. If family members are encouraged to attempt to resolve problems confronting their household, the family tends to be strengthened by the process.
2. The use of available resources (personal, neighborhood, and community) may enable one to achieve goals at lower costs. The use of available resources enables persons from economically depressed areas to obtain free and inexpensive services from their communities.
3. Every attempt should be made to help the family become independent and self-sufficient.
4. Outside assistance should be made available to families in trouble when they have exhausted their resources for achieving a solution.
5. Teenage fathers may have problems that are often overlooked when services are provided.
6. Families in our society often do not receive the kind of support they need to function effectively as parents.
7. Community institutions facilitate the functioning of the family in society.
8. Family functions are sometimes provided by outside agencies serving as family substitutes.
9. Community involvement provides an opportunity to expand a person's interests and interpersonal relation skills.

Activities

1. Administer the pretest.
2. Present the following student activities, which appear in this chapter:

EDA

Activity One—Resource Identification
- Define and give examples of human resources.
- Define and give examples of nonhuman resources.
- Recognize personal resources.

EDA

Activity Two—Location and Use of Resources
- Identify community resources that offer assistance in time of stress.

EDA

Activity Three—Students' Ability to Provide Community Resources
- Plan an in-depth community service project.

EDA

Activity Four—Students' Response to Crises
- Respond to crisis situations of other persons.

Activity Five—Information Service
- Provide information and referral assistance for questions related to child care and parenting.

EDA

Activity Six—Slide Show Report of Community Services
- Prepare and present a slide show illustrating selected services or resources available in the community.

EDA

Activity Seven—Resources for Families Experiencing a Crisis
- Apply knowledge of community resources to problems of families experiencing crisis.

3. Administer the post-test.

Pretest and Post-Test

1. What are four human resources?

   a. c.
   b. d.

2. What are four nonhuman resources available to you?

   a. c.
   b. d.

3. Name six of your personal resources. (They may be human or nonhuman.)

   a. d.
   b. e.
   c. f.

4. Identify ten community resources available to you.

   a. f.
   b. g.
   c. h.
   d. i.
   e. j.

5. Suggest one way you could be a resource to someone in your community.

6. Suggest one way your class, a group of friends, and you could provide a service to your community.

Answers: (1) intelligence, physical strength, ability to play musical instrument, ability to care for children; (2) city hall, library, credit card, shopping center; (3) money, knowledge of animals, energy, ability to communicate, automobile or bicycle, health; and (4) free clinic, hospital, tennis courts/park, fire department, hot line, school personnel, college/university, newspapers/television, minister/priest, volunteer bureau.

EDA

Activity One/**Resource Identification**

The student will be able to:

- Define and give examples of human resources.
- Define and give examples of nonhuman resources.
- Recognize personal resources.

Introduction

Human resources are skills or talents possessed or developed by a person for his or her own use; e.g., knowledge, time, or energy.

Nonhuman resources are tangible items or possessions owned by a person, agency, or business which are available for free, loan, or purchase to people or other agencies; e.g., money or credit, material possessions, or business or government services.

Families who make use of community resources find that it is possible to supplement their personal resources and obtain more of the things they need or want.

Resources are limited; a resource used for one purpose may not be available for another. Resources are interchangeable; one resource may be substituted for another. (For example, a person's skill in automobile repair may be substituted for money.) Resources may be combined to meet a family's needs. (For example, a person's knowledge of nutrition and cooking might be combined to provide a healthful meal for his or her family.)

Teacher's Directions

1. Refer to the "Teacher's Resource List" in this activity. Letter the examples given of each resource on a piece of felt. Make felt headings for each category. Place the "Human Resources" headings on a flannel board and discuss the examples.
2. Pass out examples of "Human Resources" (felt pieces) and have the students place the example resource in the appropriate category.
3. Repeat the procedure with the "Nonhuman Resources."
4. Have the students add their own resource suggestions to the list. If the class has more members than resources given on the list, add to the list.
5. Through class discussion have the students develop a definition for human and nonhuman resources.
6. Have students fill out a "Personal Resource List."

Teacher's Resource List

Human Resources

Knowledge

You know about children.
You know how to speak a foreign language.
You can manage money.

Services I Can Do for Others

Teach piano.
Babysit.
Type.

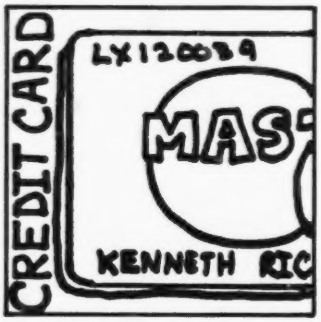
Energy or Time

You are in good health.
You have free time after school.
You are physically strong.

Skills/Abilities

You can sew.
You can repair cars.
You can drive a car.

Nonhuman Resources



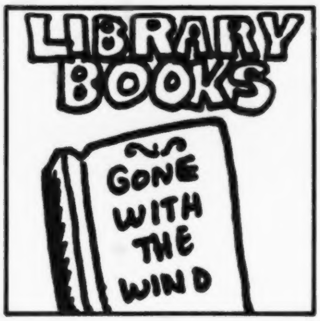
Money or Credit

You have a part-time job.
You have a full-time job.
You have a credit card.

Possessions

You have a car.
You have a savings account.
You have a stereo system.

Community Resources



Government Services

Library
Recreation center
Family counseling

Local Services

Shopping center
Church
Car wash with gas purchase

Personal Resource List

My Human Resources
(Skills or Talents I Possess)

Energy or Time

1.
2.
3.

Services I Can Do for Others

1.
2.
3.

Knowledge

1.
2.
3.

Skills or Abilities

1.
2.
3.

Nonhuman Resources
(Tangible Items Available to Me)

Money or Credit

1.
2.
3.

Possessions

1.
2.
3.

Community Resources
(Services Available to Me)

Governmental Services

1.
2.
3.

Local Services

1.
2.
3.

Activity Two/**Location and Use of Resources**[1]

The student will be able to:

- Identify community resources that offer assistance in times of stress.

Introduction

Many times resources and services in the community are not used because people do not know about them. Often, community services are available free or at a low cost to those who qualify. Free services often receive support from donations, gifts, and taxpayers, who share the cost of providing the services.

Teacher's Directions

The following activity can be undertaken by an individual student or by teams of two or three students:

1. Review the concerns listed in column one of "Community Resource Scavenger Hunt" in this activity. Assign a concern to be researched by each student or team. Make sure that each community agency will be contacted for information one time only.
2. Have the students or teams contact agencies dealing with the assigned concerns and gather the necessary information. The students can visit the agencies after school or telephone them. Set a specific number of days for the students to complete the activity.
3. Have the class compile the research results to develop a community directory.
4. Discuss what services are not being provided in your community.
5. Use additional activities to supplement this lesson. For example, the home economics education program of the California State Department of Education provides a free-loan film and teacher's guide, *A Day in the Life of Harvey MacNeill.* The film, teacher's guide, and instructional aids are available on request from home economics regional supervisors.

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[1] This activity was developed by Nancy Szydelko, Sanger Unified School District.

Community Resource Scavenger Hunt

Using the telephone book, locate the name, address, and telephone number of a community resource agency that offers aid during times of crisis or stress for the areas of concern listed on this chart. The person or team finding the most resources wins.

Concern	Agency	Services Offered	Address	Telephone	Hours	Fee
Adoption:						
Aging:						
Alcoholism:						
Child abuse:						
Child care:						
Consumer complaint:						
Class on parenting skills:						
Disabled family member:						
Divorce:						
Death:						
Debt:						
Drug abuse:						
Family conflict:						
Juvenile delinquency:						
Meals on wheels:						
Overweight:						
Poor grades in school:						

Community Resource Scavenger Hunt (Continued)

Concern	Agency	Services Offered	Address	Telephone	Hours	Fee
Pregnancy:						
Rape:						
Runaways:						
Social Security						
Suicide:						
Terminal illness:						
Unemployment:						
Volunteer bureaus:						
Wife abuse:						

EDA Activity Three/**Students' Ability to Provide Community Resources**[2]

The student will be able to:

- Plan an in-depth community service project.

Introduction

A community service project is a teaching strategy to help students understand that they not only can *use* community resources, but they can both learn from participating and help their community by *being* a community resource. Involvement in the community makes learning real. Students have the opportunity to test what was learned in class while adding to their knowledge of practical information. Providing a community service is a positive public relations tool for the home economics program, FHA-HERO chapter, and local school district.

Teacher's Directions

1. Have the students brainstorm ideas for services their community needs, or have them identify problems in the community. The students can write problems that affect the community on slips of paper (one idea on each paper) and collect them by circulating a paper bag around the classroom. When all the ideas have been received, list them on the chalkboard. Accept all the ideas; for example, lack of knowledge about birth defects, need for a place in the community for teens to congregate, teen unemployment, and so forth.
2. Have the class narrow the concerns and check resources. Survey the problems, needs, and resources in the school and community. From this study, determine the most important area of concern and the available resources for assistance.
3. Determine project goals.
4. Begin planning the project. Determine the audience, the information to be presented, the intent, where the material is to be distributed, how it is to be used, and the time line and completion date. Make a practical timetable for the completion of the project. List the needed resources.
5. Form committees. Be sure all class members understand what is expected of them.
6. Put the plan into action. Revise the plan, if needed.
7. Evaluate the project throughout its duration. Make changes when needed. Learn from mistakes and successes.

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[2] This activity was developed by Nancy Szydelko, Sanger Unified School District.

EDA Activity Four/**Students' Response to Crises**[3]

The student will be able to:

- Respond to the crises of other persons.

Teacher's Directions

1. Have the students construct "question boxes" for use by other students in school or by members of the local community.
2. Publicize the "question box" program in the school and local newspapers and in other local media. Develop a mimeographed flyer as a handout to explain the use of the question boxes and how replies will be researched and made available.
3. Gather the submitted questions on a regular basis. In class, have students research the problems, discuss the appropriate response in class, and prepare written replies. Publish the questions and their answers in a column in the school or local newspaper.
4. Review with the class the experiences of one group who undertook this activity. Newspaper articles about this project appear in this activity.

Activity Five/**Information Service**[4]

The student will be able to:

- Provide information and referral assistance for questions relating to child care and parenting.

Introduction

Some counties in California with a low population density and tax base do not have the variety and depth of community services that more populated areas offer. Nevertheless, people need information and assistance. One way for a consumer and homemaking education department or an FHA-HERO chapter to meet this need is to install an informational hot line for community use.

Teacher's Directions

1. Have a dial-in-only telephone line installed in the consumer and homemaking education department. Schedule a specific student to answer it each period during the regular school hours; for example, from 8:30 a.m. to 3 p.m. Questions from the community can be phoned in, or students can research the questions, write the answers, and return them by mail. A file should be kept of the questions and replies given. A promotional campaign will be needed to familiarize the community with the project. A booth at the fair or in a local store is helpful.
2. Assign the students to make posters of the hot line number and get permission to post them in local stores, churches, and public buildings. Request the use of radio and television public service announcements to provide information about the project. Send notices to parents in the school district. The no-dial telephone can be installed into the existing telephone line for a cost of about $50, plus a monthly service charge (prices may vary).

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[3] This activity was developed by Nancy Szydelko, Sanger Unified School District.

[4] This activity was developed by Noreen Bradbury, Trinity Union High School District, Weaverville.

Teenage Pregnancy: A Need to Know

The Sanger High School Chapter of FHA-HERO has been working on this year's Community Involvement Project. It has selected the topic of teenage pregnancy in accordance with the identified state project thrusts of California Association Future Homemakers of America-Home Economics Related Occupations.

Beginning this week, members will collect questions from the student body members and answer one each week in the Hi-Lights. Questions may be on any area of concern related to teenage pregnancy, its causes and effects. Questions should be placed in the yellow boxes provided in these teachers' classrooms: Mr. Barrett (K-1), Mr. Moradian (14), Mr. Whittington (F-4), Mr. Marcantonio (N-1), Mrs. Rowland (17), Mr. Powell (N-4), Mr. McKittick (4), Mr. Terzian (Q-3), Mr. Dietz (N-7), Mrs. Robinson (H-1), Mrs. Kurz (15), Mr. Pecina (Reading Center), Mrs. Nelson (YEMS), or any home economics classroom.

This project is intended to be a service to the students at the high school. Chapter members have identified the need for accurate and current information regarding teenage pregnancy and its prevention as a major need of the students in this community. Answers will be researched by chapter members and reviewed by home economics teachers. FHA members will, by this process, learn about teenage pregnancy and, at the same time, help others learn about it.

"Members of the community are also urged to get involved by sending their questions to the FHA Chapter at the High School," stated Alfonso Pulido, Chairperson of the project.

Article published 1/9/80 in *Sanger Herald*

Teenage Pregnancy Poses Serious Problem to Society

EDITOR'S NOTE: This corner of the Hi-Lights is reserved for the FHA-HERO community project involving teenage pregnancies. The members of the student body are reminded that your questions will be answered. You may submit your question by placing it in one of the yellow boxes in one of these rooms: Mr. Barrett (K-1), Mr. Moradian (14), Mr. Whittington (F-4), Mr. Marcantonio (N-1), Mrs. Rowland (17), Mr. Powell (N-4), Mr. McKittick (4), Mr. Terzian (Q-3), Mr. Dietz (N-7), Mrs. Robinson (H-1), Mrs. Kurz (15), Mr. Pecina (Reading Center), Mrs. Nelson (YEMS), or any home economics classroom. Members of the community are also urged to get involved by sending their questions to the FHA chapter at the high school.

Dear FHA-HERO,
Is teenage pregnancy really a problem?
Skeptical

Dear Skeptical,

Teenage childbearing is a serious and growing social, economic and health problem. Adolescent childbearing rates in the United States are among the world's highest. Here are the facts: (1) There are 21 million teens between the ages of 15 to 19 in the U.S. More than half—some 11 million are estimated to have had sexual intercourse—almost seven million young men and four million young women. In addition, one-fifth of the eight million 13 to 14-year-olds are believed to have had intercourse; (2) each year more than one million 15 to 19-year-olds become pregnant. These pregnancies result in over 600,000 births and 300,000 abortions annually; (3) One out of every ten women aged 15 to 19 becomes pregnant each year; (4) Two-thirds of the pregnancies to 15 to 19-year-olds are conceived out of wedlock; (5) Of the 540,000 pregnancies each year to unmarried 15 to 19-year-olds, only 10 percent are intended; (6) One-sixth of those who are giving birth before the age of 18 are giving birth to their second or third child; (7) 30,000 girls younger than 15 get pregnant annually. Of these pregnancies, 45 percent are terminated by abortion, and 36 percent resulted in out-of-wedlock births. Seven out of ten of these young mothers get no prenatal care during the first three months of pregnancy (when development of the fetus is most crucial); (8) Death of the mother is 60 percent higher for women under the age of 15 than for women aged 20 to 24 years. The health hazards for pregnant teens are much higher than for women over age 19, including higher rates of toxemia, anemia, and birth complications; (9) Teen mothers have 26 percent of all low birth weight babies. Low birth weight is not only a major cause of infant mortality, but also of other childhood illnesses and birth injuries; (10) Nine percent of all teenage mothers attempt suicide. This is seven times the national average for teens who are not pregnant or mothers; and finally, (11) Pregnancy is the most commonly known health reason for teenage girls' dropping out of school. (These figures, courtesy of Planned Parenthood of Fresno.)

There are currently 24 high school girls enrolled in the Young Expectant Mother Program offered by the Sanger Unified School District. So, yes, teenage pregnancy is a serious problem. Signed, FHA-HERO.

Article published 2/6/80 in *Sanger Herald*

EDA Activity Six/**Slide Show Report of Community Services**

The student will be able to:

- Prepare and present a slide show illustrating selected services or resources available in the community.

Teacher's Directions

1. Use the list of community resources developed in Activity 2, "Location and Use of Resources," to plan and prepare a slide show illustrating services or resources available to school and community groups.
2. Assign pairs of students to visit each agency. (The students will need cameras that can be used to make slides.) Take slides of the outside of the building, reception area, and so forth. Interview the director regarding the agency's services, hours, and fees.
3. Have each team present the slides and a written script to accompany the slides to the class.
4. Locate each agency on a city or county map.
5. Arrange the slide show by the geographical area of the community.
6. Tape the oral presentation of each team to accompany the slides.
7. Present or lend the slide show to community groups or other classes in your school.

EDA Activity Seven/**Resources for Families Experiencing a Crisis**[5]

The student will be able to:

- Apply knowledge of community resources to problems of families experiencing crisis.

Teacher's Directions

1. Have the students complete the questions in "What Would You Do?" as an evaluation of this unit. The sheet appears in this activity.
2. Discuss the answers of class members to determine:
   a. The variety of agencies suggested
   b. The extent of services provided in the community for teen parents
   c. The methods used by students to meet this crisis

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[5] This activity was adapted from a module written by Colleen Schwartz, Central Union High School District, El Centro.

What Would You Do?

Choose one of the following situations, and answer the questions that follow:

1. A friend of yours is pregnant. Suggest one community agency she and her parents could contact for counseling or care.
2. A friend of yours just learned that he is dying of cancer. He has about a year to live, so he plans to finish the school year. Where can he and his family go for counseling or care?
3. The mother of a friend of yours just lost her job. Where could she go for job counseling or placement?
4. A family in your neighborhood just gave birth to a physically handicapped child. Where can the family members go for counseling and help in caring for and teaching the child?

Questions

- Where is the organization located?
- How can you contact the organization?
- What services does the organization provide?
- Is there a fee for the services?

Publications Available from the Department of Education

This publication is one of over 500 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Budget (1983)	$3.00
American Indian Education Handbook (1982)	3.50
Apprenticeship and the Blue Collar System: Putting Women on the Right Track (1982)	10.00
Arts for the Gifted and Talented, Grades 1—6 (1981)	2.75
Arts for the Handicapped Trainer's Manual (1982)	6.50
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
Boating the Right Way (1985)	4.00
California Private School Directory (1983)	9.00
Addendum to the California Private School Directory (1984)	4.50
California Public School Directory (1985)	14.00
Career/Vocational Assessment of Secondary Students with Exceptional Needs (1983)	4.00
Child Development Program Guidelines (1983)	3.75
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Curriculum Design for Parenthood Education (1982)	4.00
Guide for Vision Screening in California Public Schools (1984)	2.50
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Improving Writing in California Schools: Problems and Solutions (1983)	2.00
Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
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Martin Luther King, Jr., 1929—1968 (1983)	3.25
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Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
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Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
Physical Performance Test for California, 1982 Edition (1984)	1.50
Planning Vocational Home Economics Programs for Secondary Schools (1983)	2.75
Preparing Food for Preschoolers (1983)	7.50/10
Preschool Program Guidelines (1983)	2.70
Standards for Scoliosis Screening in California Public Schools (1985)	2.50
Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
Techniques for Preventing the Spread of Infectious Diseases (1983)	1.50
Trash Monster Environmental Education Kit (for grade six)	23.00
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Wizard of Waste Environmental Education Kit (for grade three)	20.00
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A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

A list of approximately 100 diskettes and accompanying manuals, available to member districts of the California Computing Consortium, may also be obtained by writing to the same address.

85-77275

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